DOCUMENT RESUME

ED 280 164 EA 019 273

TITLE	Private Schools and Private School Teachers: Final Report of the 1985-86 Private School Study. Contractor Report.
INSTITUTION	Westat, Inc., Rockville, MD.
SPONS AGENCY	Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO	OERI-CS-87-346c
PUB DATE	Mar 87
CONTRACT	300-85-0212
NOTE	149p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Educational Trends; Elementary Secondary Education; *Enrollment Influences; *Institutional Characteristics; *Private Schools; Public Schools; Regional Characteristics; Religious Education; School Demography; School Organization; Statistical Analysis; *Teacher Attitudes; *Teacher Characteristics; Teacher Recruitment; Teacher Salaries; Teacher Student Ratio; Teaching Conditions; *Trend Analysis

ABSTRACT

This report updates information on private schools and provides nationally representative data on private school teachers. Two separate questionnaires were administered, one collecting information on school characteristics from administrators in a nationally representative sample of 1,174 private schools, and the second collecting information from a representative sample of 5,295 teachers among the sampled schools. Linking teacher data with school characteristics increased the utility of information gathered. Data are presented in 49 tables, 4 figures, and 2 appendices. School information is compared with previous study years and with data gathered from studies of public institutions. School findings are discussed concerning private elementary and secondary schools, school characteristics, staffing, and availability of programs and services. Teacher findings are discussed in terms of characteristics, compensation, teaching and nonteaching activities, training and assignment, class size and homework assignments, and teacher attitudes. Summary statistics on private shcool teachers include the following: of the 404,000 teachers in private schools, 46 percent teach in Catholic schools, 32 percent teach in other religious schools, and 23 percent teach in nonsectarian schools. About three out of four are female, and most are white. Nearly one in three has either a master's degree or Ph.D. The mean base salary of private school teachers is $14,400; those in private secondary schools receive the highest ($17,100), whereas private elementary school teachers receive the lowest ($12,900). The appendices contain the survey methodology and the school and teacher questionnaires. (CJH)

ED280164

Contractor Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Private Schools and Private School Teachers: Final Report of the 1985-86 Private School Study

Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education

EA 019 273

BEST COPY AVAILABLE

Private Schools and Private School Teachers:
Final Report of the 1985-86 Private School Study

Westat, Inc.
Rockville, Maryland

J. Michael Brick
Project Director

Jeffrey W. Williams
Project Officer
Center for Education Statistics

Prepared for the Center for Education Statistics under contract OE-300-85-0212 with the U.S. Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgment. This report, therefore, does not necessarily represent positions or policies of the Government, and no official endorsement should be inferred. This report is released as received from the contractor.

March 1987

CS 87-346c

EXECUTIVE SUMMARY

Data collected from a sample of private elementary and secondary schools and the teachers in those schools reveal the diversity of the educational environment in private education in the United States. Private schools and teachers were surveyed in the spring of 1986 in the latest of a series of studies of elementary and secondary education sponsored by the Center for Education Statistics in the Department of Education. The study was conducted by Westat, Inc.

Approximately 80 percent of private schools have a religious orientation, and nearly half of these are Catholic schools. Catholic schools enroll 60 percent of all private school students, while schools with religious orientations other than Catholic enroll 26 percent. Only about 1 in 7 students enrolled in private schools are in nonsectarian schools.

The organization of private schools encompasses the range of elementary and secondary levels. About 60 percent of the schools are elementary, 10 percent are secondary, and 19 percent are combined, i.e., they serve pupils at both elementary and secondary levels. The remaining 11 percent of the schools are organized for special purposes, primarily as special education and alternative schools.

The characteristics of private schools vary substantially by their religious orientation and type. The following table contains just a few important summary statistics exhibiting this variability. Many other statistics, such as data on staffing and the availability of certain pupil programs and services are presented in the full report. In the report, statistics are frequently displayed not only by the religious orientation and type of the schools, but also by school size, tuition rate, and number of years the school has been in operation.

Private schools tend to be smaller than public schools, but there is wide variation in mean size. For example, Catholic schools have a mean enrollment of 363, while nonsectarian schools average 174 students and other religious schools average 142. Secondary schools are twice as large, on average, as elementary and combined schools, while other specialized schools are the smallest.

The mean pupil to teacher ratio in private schools is 17 pupils for each full-time equivalent teacher. Nonsectarian schools have the smallest pupil to teacher ratio (10), while Catholic schools have the largest (21).

Almost all private schools charge tuition (94 percent), and the median tuition for all schools is $1,100. Median tuitions range from $800 for Catholic schools to $2,900 for nonsectarian schools.

Perhaps the most significant findings of the survey come from the responses of the sampled teachers. In fact, this is the first comprehensive study of private school teachers in many years. The characteristics and responses of the teachers are related to those of their schools, thereby adding even more insight to the analysis.

Some summary statistics on private school teachers are shown in the following tables. Of the estimated 404,000 teachers in private schools, 46 percent teach in Catholic schools, 32 percent teach in other religious schools, and 23 percent teach in nonsectarian schools. About 3 out of every 4 are female, and most (92 percent) are white. Nearly 1 in 3 has either a Master's degree or a Ph.D. In secondary schools, the number of teachers with an advanced degree increases to 51 percent.

The mean base salary of private school teachers is $14,400. By religious orientation, mean base salaries range from $13,600 for teachers in other religious schools and $13,900 for Catholic school teachers to $16,500 for teachers in nonsectarian schools. Teachers in private secondary schools receive the highest mean base salary ($17,100), while private elementary school teachers receive the lowest ($12,900).

Other interesting characteristics concerning private school teachers are described in this report. These include statistics on how teachers spend their time on school-related activities, the average size of their classes, how much homework they assigned, how their training relates to the courses they teach, their ranking of educational goals for their pupils, and their attitudes to a variety of items related to education.

Summary statistics of private schools and private school teachers: United States, 1985-86

School/teacher item	Total	Orientation			Type/level			
		Catholic	Other religious	Non-sectarian	Elementary	Secondary	Combined	Other
School level statistics								
Number of schools	25,600	9,900	10,800	4,900	15,300	2,400	4,900	2,900
Enrollment (in thousands)	5,982	3,599	1,526	858	3,343	1,318	1,047	274
Mean enrollment per school	234	363	142	174	218	541	211	94
Mean pupil to teacher ratio	17	21	15	10	20	17	13	9
Median tuition	1,100	800	1,200	2,900	900	1,600	1,300	1,900
Teacher level statistics								
Number of teachers (in thousands)	404	185	127	92	190	83	96	35
Percent female	76	80	72	74	90	51	70	75
Percent white	92	93	92	90	91	95	93	91
Percent with advanced degrees	31	30	28	36	20	51	34	31
Mean base salary	14,400	13,900	13,600	16,500	12,900	17,100	14,900	14,900
Mean percent of time spent on classroom teaching	52	53	52	49	57	41	50	53

NOTE.--Data are based on weighted survey data without adjustment for assumed growth since 1983-84. See tables 1 and 2 for estimates which include assumed growth and more precise estimates of enrollment. Included are data for the 50 states and the District of Columbia. Details may not add to totals because of rounding.

CONTENTS

	Page
INTRODUCTION	1
COMPARISONS OF SCHOOL FINDINGS	5
Private Schools in 1985-86 Compared with 1983-84	6
Comparison of Public and Private Schools	8
SCHOOL FINDINGS	11
Status of Private Elementary and Secondary Schools	11
Some Characteristics of Private Schools	13
Some Characteristics of Private Schools With Grades 10, 11, or 12	21
Staffing in Private Schools	34
Availability of Programs and Services	44
TEACHER FINDINGS	55
Characteristics of Private Elementary and Secondary School Teachers	55
Compensation	66
Teaching and Nonteaching Activities	74
Teacher Training and Assignment	77
Class Size and Homework Assignments	92
Attitudes of Private School Teachers	97

APPENDIXES

I	Survey Methodology	107
II	School and Teacher Questionnaires	115

TEXT TABLES

1.--Number of private schools, enrollment in private schools, and percent change since 1983-84, by school characteristics: United States, 1985-86.... 7

2.--Number of public and private schools and their enrollment, by instructional type/level: United States, 1985-86 10

3.--Number of private schools, enrollment, and mean enrollment per school, by school characteristics: United States, 1985-86 12

4.--Private school enrollment, by grade and by religious orientation: United States; 1985-86..... 15

TEXT TABLES (continued)

Table		Page
5.	--Percent distribution of private school enrollment, by grade and religious orientation: United States, 1985-86	16
6.	--Number of teachers in private schools, mean pupil/teacher ratio, and median tuition, by school characteristics: United States, 1985-86	20
7.	--Number and enrollment of private schools with grades 10, 11, or 12, by school characteristics: United States, 1985-86	23
8.	--Entrance examination requirements at private schools with grades 10, 11, or 12, by school characteristics: United States, 1985-86	24
9.	--Mean years of coursework required for high school graduation in private schools with grade 12, by school characteristics: United States, 1985-86	26
10.	-Number of private schools with grades 10, 11, or 12 offering advanced placement programs and percent of students enrolled in various advanced placement courses, by school characteristics: United States, 1985-86	28
11.	-Number and percent of 1984-85 graduates from private schools with grade 12 and graduates applying to colleges, by school characteristics: United States, 1985-86	30
12.	-Percent of private schools with grade 12 with varying college application rates, by selected academic characteristics: United States, 1985-86	31
13.	-Percent of schools with grades 10, 11, or 12 that expelled students, barred students from re-enrolling, or accepted students expelled from public schools, and mean and total number of students affected, by school characteristics: United States, 1985-86	33
14.	-Percent of private schools with various types of staff, by school characteristics: United States, 1985-86	36
15.	-Mean full-time equivalent staff in private schools, by school characteristics: United States, 1985-86	38
16.	-Percent of private schools with volunteers and type of support provided by student and nonstudent volunteers, by school characteristics: United States, 1985-86	39
17.	-Number of student and nonstudent volunteers providing support in private schools and percent distribution of volunteers, by school characteristics: United States, 1985-86	42

TEXT TABLES (continued)

Table		Page
18.	Percent of private schools offering various programs and services, by school characteristics: United States, 1985-86	45
19.	Percent of private schools by service and service provider, by school characteristics: United States, 1985-86	47
20.	Percent of private schools with students receiving publicly funded student services by school characteristics: United States, 1985-86	50
21.	Percent of private schools receiving public funds for various programs or services by funding source and school characteristics: United States, 1985-86	52
22.	Number and percent of private school teachers, by school characteristics: United States, 1985-86	57
23.	Percent distribution of male and female private school teachers, by school and teacher characteristics: United States, 1985-86	59
24.	Percentage distribution of private school teachers, by sex and race/ethnicity and by school characteristics: United States, 1985-86	60
25.	Percent of private school teachers, by highest degree and by school characteristics: United States, 1985-86	62
26.	Percent of private school teachers, by years of teaching experience and teaching status and by school characteristics: United States, 1985-86	65
27.	Mean salary of full-time private school teachers, by school and teacher characteristics: United States, 1985-86	68
28.	Mean total salary of full-time male and female private school teachers, by school and teacher characteristics: United States, 1985-86	70
29.	Percent of full-time private school teachers in various total school-based salary categories, by school and teacher characteristics: United States, 1985-86	72
30.	Total income of full-time private school teachers receiving and not receiving in-kind income, by total salary and school and teacher characteristics: United States, 1985-86	73
31.	Mean percent of private school teachers' time spent on school-related activities for the most recent full week, during school hours, outside of required school hours, and total: United States, 1985-86	76

TEXT TABLES (continued)

Table		Page
32.	Mean percent of private school teachers' time spent on selected school-related activities during the most recent full week, by school and teacher characteristics: United States, 1985-86	78
33.	Highest degree earned by private school teachers, by school and teacher characteristics: United States, 1985-86	80
34.	Private school teachers' major field in undergraduate degree program, by selected school and teacher characteristics: United States, 1985-86	81
35.	Private school teachers' major field in undergraduate degree program, by subject taught: United States, 1985-86	83
36.	Private school teachers receiving additional training in the 1984-85 school year and type of training, by school and teacher characteristics: United States, 1985-86	84
37.	Major purpose of additional training for private school teachers in 1984-85, by school and teacher characteristics: United States, 1985-86	85
38.	Areas of additional training for private school teachers in 1984-85, by school and teacher characteristics: United States, 1985-86	87
39.	Mean number of earned undergraduate and graduate credit hours of private school teachers in subject taught: United States, 1985-86	88
40.	Mean number of credits taken by teachers in their area of teaching and other areas: United States, 1985-86	90
41.	Percent of teachers teaching in multiple subject areas for grades 7 and above, by subject area taught: United States, 1985-86	91
42.	Mean class size and mean hours of homework per week in self-contained classes in grades 1-6 in regular private schools, by grade and by school and teacher characteristics: United States, 1985-86	93
43.	Mean class size and mean hours of homework per week in subject matter classes in grades 7 - 12 in regular private schools, by school and teacher characteristics: United States, 1985-86	94
44.	Private school teachers' rankings of eight educational goals for students: United States, 1985-86	99
45.	Percent of private school teachers ranking goals for students as very important, by school and teacher characteristics: United States, 1985-86	100

TEXT TABLES (continued)

Table		Page
46.	Percent of private school teachers agreeing or disagreeing with various statements relating to their school: United States, 1985-86	102
47.	Percent of private school teachers who strongly disagreed with selected opinion statements regarding students, by school and teacher characteristics: United States, 1985-86	104
48.	Percent of private school teachers who strongly agreed with selected opinion statements regarding principals, by school and teacher characteristics: United States, 1985-86	105
49.	Percent of private school teachers who strongly agreed with selected opinion statements regarding teachers, by school and teacher characteristics: United States, 1985-86	106

FIGURES

Figure		
1.	--Percent of schools and enrollment, by control: United States, 1985-86	9
2.	--Percent of private schools and enrollment, by minority status: United States, 1985-86	18
3.	--Percent of private school teachers, by teacher characteristics: United States, 1985-86	56
4.	--Mean number of hours spent by teachers on school-related activites: United States, 1985-86	75

INTRODUCTION

Education has long held a high priority in the United States. Because in a democracy all power is ultimately considered to reside in the people, education has been promoted as part of the means of helping people to stay informed and exercise that power in a responsible manner. Education is also commonly seen as the solution to a variety of problems: to the race for technological superiority following "Sputnik", to the declining competitiveness of American business in international markets, and to changes in the moral standards of our country. One indication of the high importance given to education is the establishment of a public school system and the decision that elementary and secondary education should be both free and, starting in Massachusetts in 1852, compulsory.

In the midst of these vast public education resources, however, a significant proportion of our population has chosen another option--that of private schools. Though parents are already paying taxes to support public schools and though most private schools charge tuition, private schools have come to form one-fourth of the Nation's elementary and secondary schools, and to enroll one-eighth of the nation's elementary and secondary students. It is a sign of the great importance that individual parents give to education that many parents would choose to accept the extra effort and expense of private schools.

Essentially, private schools may be viewed as increasing the number of options for parents who feel their children have special needs. For some, the desire is for a moral or religious context to education; for others, a challenging academic environment; for others, the desire to control the social and cultural environment of their children; and for still others, the desire for special programs for handicapped students, treating behavioral problems, or offering special types of education (such as a non-traditional curriculum). Private schools thus show an incredible diversity of educational techniques and school characteristics as they organize to meet these special needs.

Some indications of the diversity of private schools are shown in the estimates from a nationally representative sample of private schools:

- The earliest private schools were created prior to 1700 and 2.5 percent of the schools were in existence by 1860, but 25 percent were created in the last 10 years;
- Enrollment sizes varied tremendously, with 2 percent having enrollments greater than 1,000 and another 2 percent having enrollments less than or equal to 12;
- While 6 percent of the schools charged a tuition of $4,500 or more, 6 percent charged no tuition at all; and
- Religious representation ranged from Catholic schools forming 39 percent of the schools and Baptist schools forming 7 percent, to small numbers of such religions as Islamic, Calvinist, Friends, and Amish schools, and 19 percent having no religious orientation.

The importance and diversity of private schools has lead the Center for Education Statistics (CES) to sponsor a recurring national survey. Data in this report are from the most recent of these surveys: the 1985-86 Private School Study. Schools included in the study had to meet the following criteria: be privately administered, offer instruction at first grade level or above, require attendance at least four hours per day and at least 160 days per year, and not be located in a private home used as a residence. Consequently, schools providing only kindergarten and pre-kindergarten instruction were not included in this study.

The 1985-86 Private School Study had two major goals: to update information on private schools and to obtain nationally representative data on private school teachers. Two separate questionnaires were administered, one collecting information on school characteristics from school administrators in a nationally representative sample of private schools, and the second collecting information from a representative sample of teachers among the sampled schools. Since teachers were linked with schools, teacher data could be analyzed by school characteristics as well as teacher characteristics, thus increasing the utility of the information collected.

The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, numbers have been rounded. Percents and means have been calculated based on the actual estimates rather than the rounded values.

School-based data are presented for all private schools and by the following school characteristics: religious orientation (Catholic, other religious, nonsectarian); type/level (regular elementary, secondary, combined, and other specialized); size; and years of operation (10 years or less, 11-24 years, 25 or more years). Teacher-based data are presented for all private school teachers and by the following school and teacher characteristics: religious orientation of the school; type/level of the school; sex of teacher; and years of experience (less than 5 years, 5-9 years, 10 or more years).

The pattern of responses by school characteristics are often similar because school characteristics are interrelated. For example, religious orientation and type/level are correlated: between 85 and 89 percent of regular elementary, secondary, and combined schools are religiously oriented (Catholic or other religious), whereas 74 percent of other specialized schools are nonsectarian.

Orientation and type/level are related both to size and years of operation. Catholic schools (mean enrollment of 363) tend to be larger than other religious and nonsectarian schools (mean enrollments of 142 and 174, respectively). Secondary schools (mean enrollment of 541) are larger than elementary (218) or combined schools (211), which are larger than other specialized schools (94). Catholic schools tend to be older than other religious and nonsectarian schools: 84 percent of Catholic schools have been operating for 25 years or more, while about 70 percent of other religious and nonsectarian schools have been in operation less than 25 years. Similarly, 63 percent of elementary and secondary schools are 25 years old or more, while about 80 percent of combined and other specialized schools are less than 25 years old.

While it would be informative to examine statistics tabulated by more than one classification variable at a time (such as both religious orientation and school size), the sample sizes in many of the cells of such tables would be too small. Because of this restriction, the

tables in this report typically present statistics broken down by one classification variable at a time. The reader should be aware that relationships between the classification variables (as described above) could help explain some of the study results as presented in this report.

Study results are presented in this report in three sections. In the first section, Comparisons of School Findings, data from this study are compared to 1983-84 private school data, and public school data. In the second section, School Findings, private school data obtained from administrators are presented. In the third section, Teacher Findings, data obtained from private school teachers are presented. The methodology and sampling are discussed in appendix I. The school and teacher questionnaires are presented in appendix II.

COMPARISONS OF SCHOOL FINDINGS

Until 1983-84, surveys of private schools resulted in undercounts of their numbers because all national lists of private schools were incomplete; many small, independent private schools did not appear on any list. One of the goals of the 1983-84 National Survey of Private Schools was to include schools that did not appear on the CES list of private schools. This was accomplished by intensively searching and constructing a much more complete list of private schools for a sample of areas. The 1983-84 survey discovered that approximately 6,000 private schools nationwide had not been included on the CES list.

The sample for the 1985-86 survey was selected from the list constructed in the sample areas in 1983-84. The lists for these areas were not updated before the 1985-86 sample was drawn; therefore, the 1985-86 survey did not include private schools that came into existence after 1983-84.

Estimates of the change in the number of private schools and their enrollment between 1983-84 and 1985-86 were computed based upon the assumption that the changes were similar to those experienced between 1980-81 and 1983-84. The estimates in tables 1 and 2 have been adjusted for these assumed changes. All of the other tables contain national estimates that have not been adjusted for the schools that came into existence after 1983-84.

Tables 1 and 2 also differ from all the other tables in this report in the method used to estimate the number of pupils in private schools. A ratio estimation procedure was used to produce all the national estimates. This method produces more precise estimates than would otherwise be available. The ratio used was based upon the number of private schools. In tables 1 and 2 only, a different ratio (one based on enrollment) was used to estimate the number of private school pupils in 1985-86. Both estimates of enrollment are subject to sampling variability, but the enrollment-based ratio is expected to be more precise for enrollment statistics. The school and enrollment ratios operate differently because the sample of areas chosen happened, by chance, to have fewer schools but larger enrollments than the national averages.

Since there are two different adjustments in tables 1 and 2, it may help to understand the magnitude of each adjustment separately. This can be illustrated by examining the differences between tables 1 and 3 (table 3 appears in the School Findings section). First of all, the differences in the number of schools between table 1 (28,000) and table 3 (25,600) are entirely due to the estimated number of new schools, because both estimates used the same ratio estimator. On the other hand, the differences in enrollment statistics in these tables (5.6 million and 6.0 million) are largely due to the different estimators. The enrollment ratio estimator yields statistics about 10 percent below the school ratio estimator for enrollment statistics. The enrollment in new schools is about 3 percent of the total. Together these adjustments produce the difference of about 7 percent between tables 1 and 3.

The estimates in tables 1 and 2 differ from all the other tables for these two reasons. The estimates in the other tables were not subjected to the same adjustments in order to reduce the confusion in estimation methods for users of the data file. It should be noted that both methods result in nearly identical estimates of percents and means, which are the major focus of this report and the other analyses from the 1985-86 Private School Study.

Private Schools in 1985-86 Compared with 1983-84

Overall, the number of private schools and enrollment in private schools has remained fairly stable since 1983-84:

- 28,000 schools in 1985-86 compared with 27,700 in 1983-84 and
- 5.6 million students in 1985-86 compared with 5.7 million in 1983-84 (table 1).

Table 1 also presents data on schools and enrollments for the 2 years, by religious orientation and instructional level of the schools. Although it may seem that differences occurred, none of the differences are statistically significant.

Table 1.--Number of private schools, enrollment in private schools, and percent change since 1983-84, by school characteristics: United States, 1985-86

School characteristic	Number of schools			Enrollment (in thousands)		
	1983-84	1985-86[1]	Percent change	1983-84	1985-86[1]	Percent change
Total.....	27,700	28,000	1	5,715	5,557	-3
Orientation[2]						
Catholic.....	9,800	10,200	4	3,209	3,076	-4
Other religious.....	12,900	12,700	-1	1,694	1,595	-6
Nonsectarian.....	5,000	5,000	0	812	886	9
Type/level[3]						
Elementary.....	15,600	16,400	5	3,240	3,227	0
Secondary.....	2,600	2,600	-1	1,047	1,014	-3
Combined.....	5,200	5,600	7	1,130	1,035	-8
Other.....	4,200	3,300	-21	297	280	-6

[1]Data for 1985-86 are based on weighted survey data with an adjustment for assumed growth. Since the 1985-86 sample was drawn from the 1983-84 frame, it did not include any private schools that came into existence after 1983-84. Adjustments were made based on the annualized rate of growth of private schools between 1980-81 and 1983-84 (obtained in the 1983-84 survey of private schools).

[2]Orientation data for 1983-84 have been adjusted to conform to a definitional change in "religious orientation" in the 1985-86 survey.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Number of schools have been rounded to hundreds, and enrollment has been rounded to thousands. Percent change was computed from unrounded data and then rounded to the nearest whole percent. Details may not add to totals because of rounding.

Comparison of Public and Private Schools

Private schools represent a small but significant segment of the American educational system. In 1985-86, private schools constituted 25 percent of all elementary and secondary schools, and enrollment in private schools represented 12 percent of total elementary and secondary school enrollment (figure 1). An estimated 5.6 million students attended the Nation's 28,000 private elementary and secondary schools (table 2).

The pattern of organization in private education differs considerably from that of public schools. While a majority of both public and private schools were elementary (69 percent and 59 percent, respectively), 26 percent of public schools were secondary compared with only 9 percent of private schools. A larger proportion of private schools, however, combined elementary and secondary grades (20 percent), or were other specialized schools (12 percent); in contrast, only 2 percent of public schools had combined elementary and secondary grades, and 3 percent were specialized.[1]

---

[1] U.S. Department of Education, Center for Education Statistics, Elementary and Secondary General Information Survey, Common Core of Data, 1985-86.

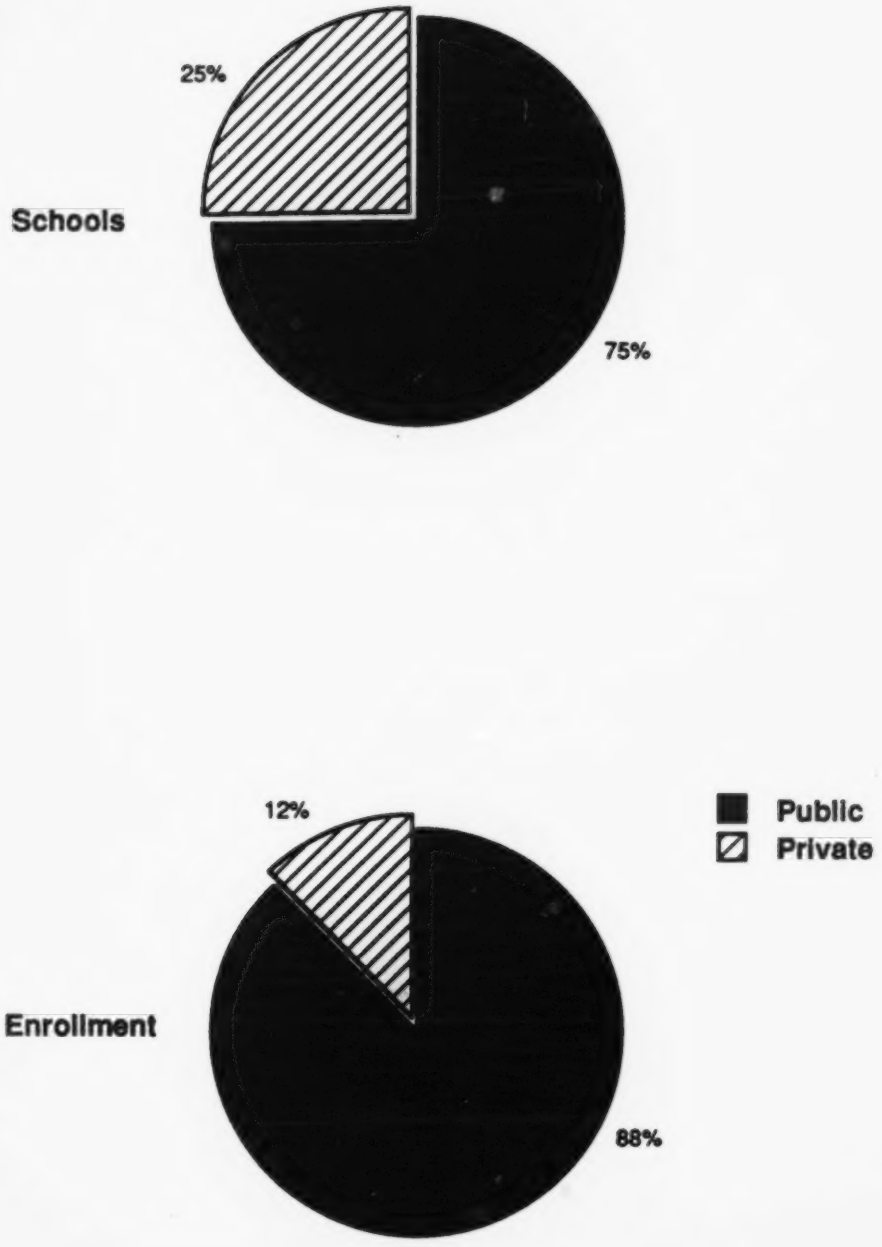

Figure 1.--Percent of schools and enrollment, by control: United States, 1985-86

Table 2.--Number of public and private schools and their enrollment, by instructional type/level: United States, 1985-86

Type/level[1]	Total		Public[2]		Private[3]	
	Number	Percent	Number	Percent	Number	Percent
			Schools			
Total	110,300	100	82,400	100	28,000	100
Elementary	72,900	66	56,500	69	16,400	59
Secondary	24,200	22	21,600	26	2,600	9
Combined	7,400	7	1,800	2	5,600	20
Other	5,800	5	2,500	3	3,300	12
			Enrollment (in thousands)			
Total	45,072	100	39,515	100	5,557	100
Elementary	25,966	58	22,739	58	3,227	58
Secondary	16,605	37	15,591	39	1,014	18
Combined	1,852	4	817	2	1,035	19
Other	648	1	368	1	280	5

[1]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

[2]U.S. Department of Education, Center for Education Statistics, Elementary and Secondary General Information Survey, Common Core of Data, 1985-86.

[3]Data are based on weighted survey data with an adjustment for assumed growth. Since the 1985-86 sample was drawn from the 1983-84 frame, it did not include any private schools that came into existence after 1983-84. Adjustments were made based on the annualized rate of growth of private schools between 1980-81 and 1983-84 (obtained in the 1983-84 survey of private schools).

NOTE.--Details may not add to totals because of rounding.

SCHOOL FINDINGS

As discussed in the previous section, all estimates presented throughout the rest of this report were produced using the ratio estimator based on number of schools and have not been adjusted for assumed new schools.

Status of Private Elementary and Secondary Schools

The vast majority (81 percent) of private schools were affiliated with an organized religious group or reported a religious orientation in operation and curriculum. Eighty-six percent of all private school students attended schools with a religious orientation, while 14 percent were enrolled in nonsectarian private schools (table 3).

Overall, 39 percent of all private schools were Catholic, 42 percent had a religious orientation other than Catholic,[2] and 19 percent were nonsectarian (no religious orientation). Enrollment was concentrated in Catholic schools, which accounted for 60 percent of total private school enrollment. Twenty-six percent of private school students were found in other religious schools and 14 percent in nonsectarian private schools.

Data collected on the organizational patterns of private schools, their program type and instructional level,[3] revealed the following:

- 60 percent were regular elementary schools;

---

[2] Schools with a religious orientation other than Catholic represent many different denominations. However, the sample size for this study was too small to produce reliable separate estimates for these denominations.

[3] Instructional level was defined as follows: "elementary" was a school that had no grade higher than the 8th; "secondary" was a school that had no grade lower than the 7th; "combined" elementary/secondary was a school that had grades higher than the 8th and lower than the 7th; and "other" schools were those that provided only alternative (non-traditional) instruction, special education, or vocational/technical curricula.

Table 3.--Number of private schools, enrollment, and mean enrollment per school, by school characteristics: United States, 1985-86

School characteristic	Number of schools[1]		Enrollment[1] (in thousands)		Mean enrollment per school
	Number	Percent	Number	Percent	
Total	25,600	100	5,982	100	234
Orientation					
Catholic	9,900	39	3,599	60	363
Other religious	10,800	42	1,526	26	142
Nonsectarian	4,900	19	858	14	174
Type/level[2]					
Elementary	15,300	60	3,343	56	218
Secondary	2,400	10	1,318	22	541
Combined	4,900	19	1,047	17	211
Other	2,900	11	274	5	94
Size					
Less than 50	4,200	16	118	2	28
50 - 149	8,600	34	886	15	103
150 - 299	6,400	25	1,410	24	222
300 - 599	4,800	19	1,957	33	409
600 or more	1,700	7	1,611	27	936
Tuition[3]					
Less than $500	4,700	18	1,005	17	213
$500 - 1000	6,700	26	1,363	23	203
$1001 - 1500	6,300	25	1,613	27	255
$1501 - 2500	3,500	14	1,013	17	289
More than $2500	4,400	17	989	17	227
Years of operation					
10 or less	6,500	25	688	11	105
11 to 24	6,200	24	1,560	26	251
25 or more	12,900	50	3,734	62	290
Minority enrollment					
Less than 5 percent	10,000	39	2,330	39	234
5 to 14 percent	5,700	22	1,554	26	271
15 to 24 percent	2,700	11	603	10	221
25 to 49 percent	2,600	10	544	9	212
50 percent or more	4,600	18	951	16	206

[1]Data are based on weighted survey data without adjustment for assumed growth since 1983-84.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

[3]Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Details may not add to totals because of rounding.

- 10 percent were regular secondary schools;
- 19 percent were regular schools combining elementary and secondary grades; and
- 11 percent provided alternative or special education programs.

Some Characteristics of Private Schools

Among the data collected from schools in the 1985-86 survey were enrollment size, number of teachers, years of operation, percent of minority enrollment, and tuition.

Size

Private schools tended to be small, with a mean enrollment of 234 (table 3): 16 percent enrolled fewer than 50 students, 34 percent enrolled between 50 and 149 students, 25 percent served between 150 and 299, 19 percent served between 300 and 599 students, and only 7 percent served 600 or more students.

Mean enrollments for different types of private schools ranged from 94 to 541. Private secondary schools were more than twice the size of elementary schools and combined elementary and secondary schools. The mean secondary school enrollment was 541, compared with 218 in elementary schools and 211 in combined schools. The mean enrollment in other specialized schools was 94.

Schools that had been in operation 10 years or less reported a mean enrollment (105), less than half that of schools operating 11 to 24 years (251) and of those established 25 or more years ago (290).

Catholic schools, which tended to be older, were significantly larger than other private schools. The mean enrollment in Catholic schools was 363, compared with 142 in schools with religious orientations other than Catholic and 174 in nonsectarian private schools.

Correspondingly, Catholic schools accounted for the majority of enrollment at each grade level in grades 1 through grade 12 (table 4). However, only 14 percent of all prekindergarten students attended Catholic schools, while 47 percent were enrolled in other religious schools, and 39 percent attended nonsectarian schools. Of the kindergarten students, 46 percent attended Catholic schools, 37 percent attended other religious schools, and 17 percent attended nonsectarian schools. It should be remembered that the kindergarten and preschool enrollments are not complete estimates, since many private schools that have these grades do not have a first grade or higher. Schools with only preschool and/or kindergarten were excluded from this survey.

Preschool enrollment accounted for a significant proportion of enrollment in nonsectarian schools (table 5). About one-fourth of all students in nonsectarian schools were enrolled in prekindergarten and kindergarten programs (15 percent in prekindergarten and 9 percent in kindergarten). Although 21 percent of the enrollment in other religious schools was in prekindergarten and kindergarten, prekindergarten enrollment accounted for only 1 percent of all Catholic school enrollment, and kindergarten enrollment accounted for only 6 percent.

Years of Operation

Schools were classified into three groups according to the number of years in which they had been in operation: those in operation for 10 years or less; those in operation 11-24 years; and those in operation 25 years or more.

About half of all private schools had existed for 25 years or more in 1985-86 (table 3). The remaining half were about evenly divided between those in existence 10 years or less and those operating 11 to 24 years.

Table 4.--Private school enrollment, by grade and by religious orientation: United States; 1985-86.

Grade	Enrollment* (in thousands)						
	Total number	Orientation					
		Catholic		Other religious		Nonsectarian	
		Number	Percent	Number	Percent	Number	Percent
Total.....	5,982	3,599	100	1,526	100	858	100
Prekindergarten.....	323	47	14	151	47	125	39
Kindergarten.....	439	201	46	164	37	74	17
1st grade.....	502	302	60	141	28	59	12
2nd grade.....	463	285	62	128	28	50	11
3rd grade.....	448	281	63	119	27	48	11
4th grade.....	432	275	64	109	25	47	11
5th grade.....	430	275	64	109	25	46	11
6th grade.....	417	268	64	103	25	46	11
7th grade.....	410	264	64	94	23	52	13
8th grade.....	418	262	63	98	23	57	14
9th grade.....	457	300	66	91	20	66	14
10th grade.....	436	292	67	78	18	65	15
11th grade.....	412	278	67	73	18	61	15
12th grade.....	392	269	69	65	17	57	15

*Data in this and subsequent tables are based on weighted survey data without adjustment for assumed growth since 1983-84.

NOTE.--Details may not add to totals because of rounding.

Table 5.--Percent distribution of private school enrollment, by by grade and religious orientation: United States, 1985-86

Grade	Orientation		
	Catholic	Other religious	Nonsectarian
Total enrollment....	3,599,000	1,526,000	858,000
		(Percent)	
Prekindergarten.....	1	10	15
Kindergarten.....	6	11	9
1st grade.....	8	9	7
2nd grade.....	8	8	6
3rd grade.....	8	8	6
4th grade.....	8	7	5
5th grade.....	8	7	5
6th grade.....	7	7	5
7th grade.....	7	6	6
8th grade.....	7	6	7
9th grade.....	8	6	8
10th grade.....	8	5	8
11th grade.....	8	5	7
12th grade.....	7	4	7
13th grade.....	(*)	(*)	(*)
14th grade.....	(*)	0	(*)

*Less than 1 percent.

NOTE.--Percents may not add to 100 because of rounding.

Sixty-two percent of all private school students attended schools that had been operating for 25 years or more. Twenty-six percent attended schools in operation between 11 and 24 years, while schools operating 10 years or less served only 11 percent of the private elementary and secondary school population.

Catholic schools tended to be the oldest private schools: 87 percent of Catholic schools were established 25 or more years ago, compared with 31 percent of other religious schools and 29 percent of nonsectarian schools (not shown in tables).

Elementary and secondary schools differed from combined schools in years of operation. Well over half of all private elementary and secondary schools have been in operation for 25 or more years (63 percent for each), compared with 22 percent of schools combining both elementary and secondary grades (not shown in tables).

Percent Minority Enrollment

Of all private schools, 39 percent reported minority enrollments of less than 5 percent; 22 percent reported that between 5 and 14 percent of their enrollment was minority; 11 percent reported 15-24 percent minority enrollment; 10 percent reported 25-49 percent minority enrollment; and 18 percent reported that 50 percent or more of their students were members of a minority group (table 3).

Generally, enrollment in these categories was distributed in the same proportions as the number of schools. For example, the schools that reported less than 5 percent minority enrollment constituted 39 percent of private schools; they also enrolled 39 percent of private school students (figure 2).

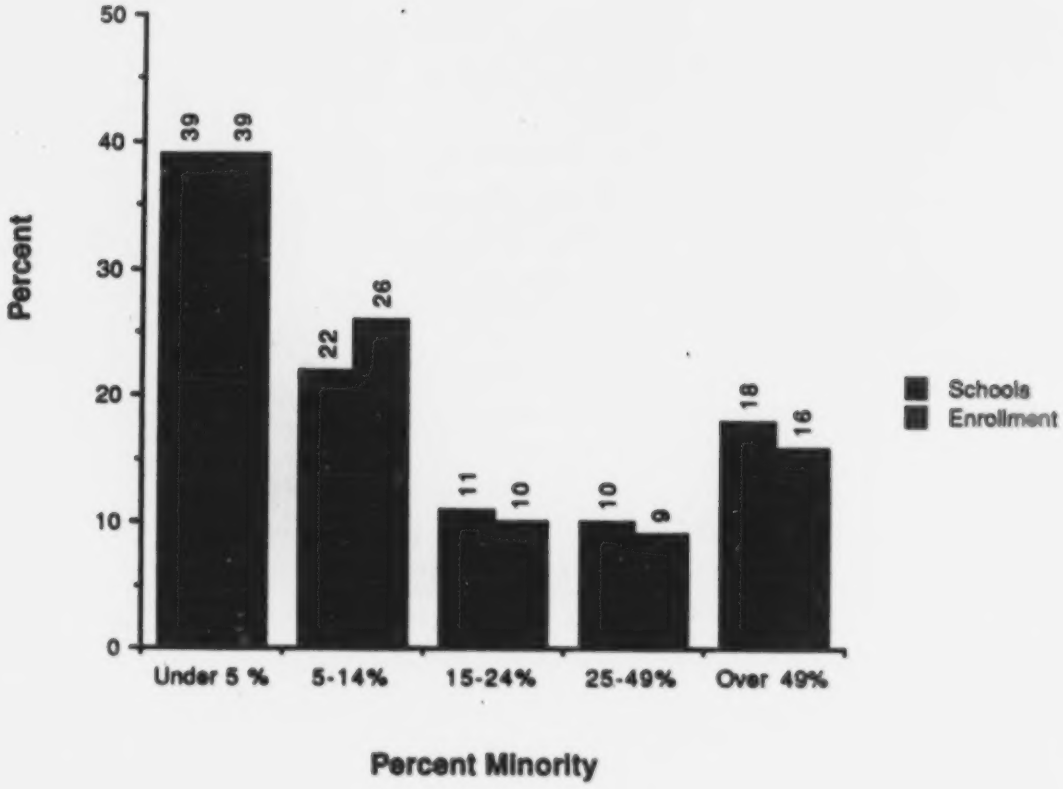

Figure 2.--Percent of private schools and enrollment, by minority status: United States, 1985-86

Pupil to Teacher Ratio

A total of 404,000 (full- and part-time) teachers were employed by private schools in 1985-86; there were 355,000 full-time equivalent teachers. The mean pupil to teacher ratio in private school was 17 pupils (table 6). The pupil to teacher ratio is the number of pupils enrolled at the school divided by the number of full-time equivalent teachers employed at that school.

Differences in the pupil to teacher ratio were found among schools with different religious orientations. Catholic schools reported a mean pupil to teacher ratio two times that of nonsectarian schools. Catholic schools had a mean pupil to teacher ratio of 21, compared with 10 in nonsectarian schools and 15 in other religious schools.

Differences were also found at various instructional levels. Elementary schools reported a mean pupil to teacher ratio of 20, while secondary schools averaged 17 pupils per teacher and combined schools averaged 13 pupils per teacher.

The mean pupil to teacher ratio in private schools was related to size, with smaller schools reporting lower ratios than their larger counterparts. The mean ratio varied from 10 in schools with fewer than 50 students to 20 in schools with 600 or more students. In general, schools with higher tuitions reported lower pupil to teacher ratios.

Tuition

Most private schools charged tuition, although 6 percent had no tuition fees (not shown in tables). Schools were asked to report to the highest scheduled or published annual tuition charged for a full-time student, not including boarding fees, based upon the rate charged the first child in a family. These tuition rates were discounted by 9 out of 10

Table 6.--Number of teachers in private schools, mean pupil/teacher ratio, and median tuition, by school characteristics: United States, 1985-86

School characteristic	Full-and part-time teachers[1]		Mean pupil/ teacher ratio[2]	Median tuition[3]
	Number (in thousands)	Percent		
Total.....	404	100	17	1,100
Orientation				
Catholic.....	185	46	21	800
Other religious.....	127	31	15	1,200
Nonsectarian.....	92	23	10	2,900
Type/level[4]				
Elementary.....	190	47	20	900
Secondary.....	83	20	17	1,600
Combined.....	96	24	13	1,300
Other.....	35	9	9	1,900
Size				
Less than 50.....	17	4	10	900
50 - 149.....	91	23	12	1,300
150 - 299.....	95	24	17	1,000
300 - 599.....	118	29	18	1,100
600 or more.....	83	20	20	1,400
Tuition[3]				
Less than $500.....	55	14	18	200
$500 - 1000.....	75	18	21	800
$1001 - 1500.....	96	24	19	1,300
$1501 - 2500.....	69	17	17	1,900
More than $2500.....	110	27	11	3,600

[1]Principals' reports of the number of teachers on or about October 1, 1985.

[2]Based on number of students divided by number of full-time equivalent (F.T.E.) teachers.

[3]Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

[4]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

private schools for such reasons as the enrollment of additional students from the same family, financial need, or church membership. Further, many schools have different tuition rates for different grade levels. However, only data for the highest rates are presented in this report. The following tuition rates were reported by private schools (table 3):

- 18 percent charged less than $500 (including those that charged no tuition);
- 26 percent charged $500 to $1,000;
- 25 percent charged $1,001 to $1,500;
- 14 percent charged $1,501 to $2,500; and
- 17 percent charged more than $2,500.

The median tuition for 1985-86 (including schools that charged no tuition) was $1,100 (table 6). Nonsectarian schools had the highest median tuition--$2,900, compared with $800 in Catholic schools and $1,200 in other religious schools. Secondary and combined schools charged higher tuitions than elementary schools. The median tuition in secondary schools was $1,600, while the median tuition was $1,300 in combined schools and $900 in elementary schools.

Some Characteristics of Private Schools With Grades 10, 11, or 12

Private schools with grades 10, 11, or 12 constituted 30 percent of all private schools, and enrolled 39 percent of all private school students. In 1985-86, there were an estimated 7,800 private schools offering instruction in grades 10, 11, or 12, excluding special education schools. The total enrollment in these schools was 2,351,000 and the enrollment in grades 10, 11, and 12 was 1,201,000. Of these schools, 1,800 had a Catholic orientation, 4,800 had religious orientations other than Catholic, and 1,200 were nonsectarian. Data on enrollment, entrance examinations, advanced placement programs, expulsions, and students barred from re-enrolling were obtained from schools that had grades 10, 11, or 12 and were not special education schools. Schools with grade 12 also provided information on graduation requirements, number of graduates, and college applications.

General Characteristics

Total enrollment in schools with grades 10, 11, or 12 was concentrated among a relatively small number of schools. About 1,200 schools had enrollments of 600 students or more; these constituted only 15 percent of the total number of schools but contained 50 percent of the students (table 7). In comparison, 1,700 schools had enrollments less than 50; these constituted 22 percent of the schools and contained 2 percent of the enrollment.

Of the schools offering instruction in grades 10, 11, or 12, 57 percent were regular combined schools, 31 percent were secondary schools, and 12 percent were other specialized schools (primarily alternative schools). The secondary schools tended to be larger, with a mean enrollment of 541, while the combined and other schools tended to be smaller, with mean enrollments of 207 and 117, respectively.

Schools varied greatly according to their number of years of operation. Overall, 32 percent had operated for 25 years or more, 33 percent had operated between 11 and 24 years, and 35 percent had operated for 10 years or less. (As noted earlier, no effort was made in this survey to identify schools created since 1983. Thus, these numbers slightly underestimate the percentage of new schools.) Older schools (25 years or more) tended to be relatively large, with a mean enrollment of 471, while newer schools (10 years or less) tended to be relatively small, with a mean enrollment of 103.

Entrance Examination Requirements

About half (53 percent) of all private schools with grades 10, 11, or 12 required applicants to take an entrance examination before being accepted for admission (table 8). In terms of the number of students affected, 63 percent of the students in private schools with grades 10, 11, or 12 were required to take an entrance examination.

Seventy-one percent of the Catholic schools, 66 percent of the nonsectarian private schools, and 43 percent of other religious schools required entrance examinations. By size,

Table 7.--Number and enrollment of private schools with grades 10, 11, or 12, by school characteristics: United States, 1985-86

School characteristic	Schools[1]		Enrollment		Mean enrollment per school	Total enrollment in grades 10, 11, and 12	
	Number	Percent	Number (in thousands)	Percent		Number (in thousands)	Percent
Total	7,800	100	2,351	100	300	1,201	100
Orientation							
Catholic	1,800	23	1,176	50	666	838	70
Other religious	4,800	62	821	35	170	216	18
Nonsectarian	1,200	16	353	15	286	146	12
Type/level[2]							
Secondary	2,400	31	1,318	56	541	960	80
Combined	4,500	57	926	39	207	202	17
Other	900	12	106	5	117	38	3
Size							
Less than 50	1,700	22	55	2	32	15	1
50 - 149	2,200	28	240	10	108	64	5
150 - 299	1,300	17	300	13	224	110	9
300 - 599	1,400	18	575	24	415	283	24
600 or more	1,200	15	1,181	50	995	730	61
Years of operation							
10 or less	2,700	35	280	12	103	61	5
11 to 24	2,600	33	896	38	343	440	37
25 or more	2,500	32	1,175	50	471	699	58

[1]Includes all schools with 10th, 11th, or 12th grades that are not special education schools.

[2]Secondary and combined are regular schools, while other schools are primarily alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 8.--Entrance examination requirements at private schools with grades 10, 11, or 12, by school characteristics: United States, 1985-86

School characteristic	Schools[1] requiring entrance examinations			
	Number of schools[2]	Percent of schools	Number of students (in thousands)[2]	Percent of students
Total.....	4,200	53	1,481	63
Orientation				
Catholic.....	1,300	71	719	61
Other religious.....	2,100	43	441	54
Nonsectarian.....	800	66	321	91
Type/level[3]				
Secondary.....	1,500	63	805	61
Combined.....	2,100	47	609	66
Other.....	500	60	67	63
Size				
Less than 50.....	500	32	16	29
50 - 149.....	1,000	44	98	41
150 - 299.....	700	54	162	54
300 - 599.....	1,100	80	451	78
600 or more.....	800	71	754	64
Years of operation				
10 or less.....	1,400	53	163	58
11 to 24.....	1,200	46	530	59
25 or more.....	1,500	61	788	67

[1]Includes all schools with 10th, 11th, or 12th grades that are not special education schools.

[2]Details many not add to totals because of rounding.

[3]Secondary and combined are regular schools, while other schools are primarily alternative schools.

schools with less than 150 students generally did not require entrance examinations, while a large majority of the schools with 300 or more students did require an entrance examination.

The perspective changes considerably when the focus changes from the number of schools to the number of students taking entrance examinations. For example, only 43 percent of other religious schools required entrance examinations, but 54 percent of their students attended schools with entrance requirements. Although Catholic schools were more likely than nonsectarian schools to require entrance examinations, nonsectarian schools required examinations of a much greater percentage of their students (91 percent compared with 61 percent).

Years of Coursework Required for Graduation

In 1985-86, mean high school graduation requirements in private schools included: 4 years of English; 3 years of mathematics and social studies; 2.5 years of physical and biological sciences; and 1 year of fine arts and foreign languages (table 9). The averages for fine arts and foreign languages appear low partly because many schools did not have any requirement in those areas. Among schools that did require foreign languages, an average of 2 years was required, and among schools requiring fine arts, an average of 1.4 years was required as compared with 0.8 years among all schools (not shown in tables).

Graduation requirements did not vary greatly among different types of schools. In fact, for only five sets of comparisons in table 9 are there differences greater than 1/2 year, and three of these comparisons concern foreign languages. Nonsectarian schools had a greater foreign language requirement (1.9 years) than other religious schools (0.9 years), with Catholic schools in between (1.4 years). Also, schools in existence for 25 years or more tended to have greater foreign language requirements than newer schools, and schools with 150 students or more tended to have greater foreign language requirements than smaller schools. The only other differences in requirements of 1/2 year or more occurred for social studies and fine arts, but the lack of a clear pattern prevents any firm conclusions from being drawn.

Table 9.--Mean years of coursework required for high school graduation in private schools with grade 12, by school characteristics: United States, 1985-86

School characteristic	Mathematics	Sciences	English	Fine arts	Foreign languages	Social studies
Total.....	2.8	2.5	3.9	0.8	1.2	3.1
Orientation						
Catholic	2.6	2.3	4.0	0.8	1.4	3.0
Other religious.....	2.8	2.6	3.9	0.7	0.9	3.2
Nonsectarian.....	3.0	2.5	4.0	0.9	1.9	2.9
Type/level*						
Secondary.....	2.7	2.3	4.0	0.8	1.4	3.0
Combined.....	2.9	2.6	3.9	0.9	1.1	3.1
Other.....	2.8	2.7	4.0	0.3	1.0	3.4
Size						
Less than 50.....	2.9	2.6	3.9	1.1	1.0	3.1
50 - 149.....	2.7	2.6	3.9	0.5	0.8	3.4
150 - 299.....	2.9	2.5	4.0	0.8	1.4	3.0
300 - 599.....	2.8	2.4	4.0	0.9	1.7	2.9
600 or more.....	2.6	2.2	4.0	0.7	1.4	3.1
Years of operation						
10 or less.....	3.0	2.7	3.9	0.9	1.0	3.4
11 to 24.....	2.6	2.4	3.9	0.6	1.0	3.0
25 or more.....	2.7	2.4	4.0	0.8	1.6	2.9

*Secondary and combined are regular schools, while other schools are primarily alternative schools.

NOTE.--Data are from schools with a 12th grade that are not special education schools.

Advanced Placement Programs

Although only 38 percent of private schools with grades 10, 11, or 12 had an advanced placement (AP) program, 73 percent of the students in grades 10 through 12 attended schools with such programs (table 10). Advanced placement programs were defined as: courses for which college credit is granted based upon approval by a college or secondary school association. The schools most likely to have advanced placement programs were Catholic schools (and to a lesser degree nonsectarian schools), large schools, and the oldest schools. Thus 73 percent of Catholic schools had AP programs, compared with 42 percent of nonsectarian schools and 25 percent of other religious schools. By size, more than two-thirds of schools with 300 or more students had AP programs, while less than one-third of the schools with 50 to 299 students and only 8 percent of the schools with less than 50 students had them. Finally, in terms of the years of operation, only schools 25 years or older had a majority (54 percent) with AP programs.

The ordering is similar if students are counted rather than schools. By orientation, 83 percent of the students attending Catholic schools had access to AP programs at their schools, 63 percent of students at nonsectarian schools, and 41 percent of those at other religious schools. Students at the largest schools had the greatest availability of AP programs with 80 percent of the students at schools with 300 or more students having AP available, compared with 2 percent at schools with less than 50 students.

While 73 percent of 10th-12th graders attended schools with an AP program, not all of these students were involved in the programs. The percentage of students taking AP courses ranged from less than 1 percent in fine arts to 4 percent in English and social studies. With such small numbers of students involved, the variation between different categories of schools was also small, and it is difficult to form conclusions from comparisons across categories.

Table 10.--Number of private schools with grades 10, 11, or 12 offering advanced placement programs, and percent of students enrolled in various advanced placement courses, by school characteristics: United States, 1985-86

School characteristic	Schools[1] with advanced placement		Percent of students in grades 10, 11, and 12 taking advanced placement courses in						
	Percent of schools	Percent of students	Math	Sciences	English	Fine arts	Foreign languages	Social studies	Computer science
Total.....	38	73	3	3	4	(*)	1	4	1
Orientation									
Catholic	73	83	3	3	4	(*)	1	3	1
Other religious.....	25	41	4	4	4	1	2	5	1
Nonsectarian.....	42	63	4	4	4	1	4	5	1
Type/level[2]									
Secondary.....	67	80	3	3	4	(*)	1	3	1
Combined.....	20	48	5	5	6	1	3	5	1
Other.....	52	20	2	7	2	0	(*)	4	(*)
Size									
Less than 50.....	8	2	(*)	0	(*)	0	(*)	(*)	0
50 - 149.....	30	29	2	5	3	(*)	2	3	(*)
150 - 299.....	29	39	3	3	5	1	2	4	1
300 - 599.....	70	80	6	5	7	1	3	5	1
600 or more.....	71	80	3	3	3	(*)	1	3	1
Years of operation									
10 or less.....	30	49	5	7	6	1	2	7	2
11 to 24.....	32	80	3	3	4	(*)	1	3	1
25 or more.....	54	70	4	4	4	1	2	4	1

*Less than 1 percent.

[1]Includes all schools with 10th, 11th, or 12th grades that are not special education schools. The percent of students is the percent of students in grades 10, 11, and 12 who are in schools with advanced placement programs, which are defined as: courses for which college credit is granted based upon approval by a college or secondary school association.

[2]Secondary and combined are regular schools, while other schools are primarily alternative schools.

Graduates and College Applications

An estimated 379,000 students graduated from private schools in 1984-1985. This represents 99 percent of the 384,000 seniors enrolled. Table 11 shows the leading categories of graduates: 272,000 were from Catholic schools, 313,000 were from secondary schools, 238,000 were from schools of 600 students or more, and 224,000 were from schools 25 or more years old.

The rate of graduation was uniformly high across all categories, as might be expected since students who drop out from high school are likely to do so before enrolling in the 12th grade. The lowest percentages of graduation were for schools smaller than 50 students and other specialized schools (89 percent and 90 percent graduation rates, respectively), but the differences between these and other graduation rates are not statistically significant.

Of the 379,000 graduates, 304,000 (80 percent) applied to college. The application rate was relatively consistent across all categories of private schools. The greatest variation occurred by size, but almost all differences were statistically insignificant.

Proportion of Seniors Applying to College

Private schools were about evenly split between those with more than 75 percent of their graduates applying to college and those with less. Among those with more than 75 percent applying, roughly one-half of the schools had more than 95 percent of their graduates applying to college. Specifically, 52 percent of the schools had 75 percent or less of their graduates applying, 24 percent had 76-95 percent applying, and 24 percent had 96-100 percent applying.

Table 12 displays college application rates in terms of entrance examination requirements and availability of advanced placement programs. For example, 33 percent of the schools requiring entrance examinations had application rates of 96-100 percent, and 60 percent had application rates of 76-100 percent. Among schools without entrance requirements, 14

Table 11.--Number and percent of 1984-85 graduates from private schools with grade 12 and graduates applying to colleges, by school characteristics: United States, 1985-86

School characteristic	Graduates		Applications to colleges	
	Number (in thousands)	Percent of seniors[1]	Number (in thousands)	Percent of graduates
Total	379	99	304	80
Orientation				
Catholic	272	99	219	81
Other religious	60	97	48	80
Nonsectarian	47	98	37	78
Type/level[2]				
Secondary	313	99	250	80
Combined	56	99	47	84
Other	10	90	7	70
Size				
Less than 50	5	89	3	64
50 - 149	16	95	12	72
150 - 299	33	98	26	79
300 - 599	87	99	77	89
600 or more	238	99	186	78
Years of operation				
10 or less	15	94	12	78
11 to 24	140	99	117	84
25 or more	224	99	175	78

[1]Based on the number of seniors in schools with a 12th grade that are not special education schools.

[2]Secondary and combined are regular schools, while other schools are primarily alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 12.--Percent of private schools with grade 12 with varying college application rates, by selected academic characteristics: United States, 1985-86

Academic characteristic	Percent of schools* with college application rates of		
	0-75 percent	76-95 percent	96-100 percent
Total.....	52	24	24
Entrance examination			
Required	41	27	33
Not required.....	65	21	14
Advanced placement program			
Program.....	35	25	40
No program.....	63	23	14

*Only schools with a 12th grade that are not special education schools are included.

percent had college application rates of 96-100 percent, and 35 percent had application rates of 76-100 percent.

Similar results occurred for schools offering advanced placement. Of the schools offering advanced placement, 40 percent had college application rates above 95 percent, and 65 percent had rates above 75 percent. Of the schools with no advanced placement, 14 percent had college application rates above 95 percent, and 37 percent had rates of 76-100 percent.

Students Expelled or Barred from Re-enrolling

Half of the private schools with grades 10, 11, or 12 had expelled at least one student during the 1984-85 school year (table 13). Among just those schools that had expelled students, a mean of 4 students were expelled per school, for a total of 15,200 expulsions. Nonsectarian schools were the most likely to have expelled students, with 74 percent performing expulsions, compared with 58 percent of Catholic schools and 42 percent of other religious schools. Expulsions were also most common at other specialized schools (85 percent of the schools), next most common at secondary schools (65 percent), and least common at combined schools (37 percent).

An interesting point is that there was very little variation among the categories of schools in the number of expulsions performed. For example, while schools of 600 students or more had at least 12 times the number of students as schools with 50 students or less, the number of expulsions was only 3 times as large. And Catholic schools had a greater total enrollment, a greater likelihood of expelling students, and a higher mean number of students expelled than other religious schools, yet Catholic schools had fewer total students expelled. This is because there was a much larger number of other religious schools, and the number of schools is more relevant than the number of students.

Half of the private schools with grades 10, 11, or 12 barred students from re-enrolling at the conclusion of the 1984-85 school year. Barring students from re-enrolling occurred more frequently than expulsions: 21,600 students were barred from re-enrolling as

Table 13.--Percent of schools with grades 10, 11, or 12 that expelled students, barred students from re-enrolling, or accepted students expelled from public schools, and mean and total number of students affected, by school characteristics: United States, 1985-86

School characteristic	Expulsions			Bar students from re-enrolling			Accept explusions from public schools		
	Percent	Mean[1]	Total[2]	Percent	Mean[1]	Total[2]	Percent	Mean[1]	Total[2]
Total	51	4	15,200	53	5	21,600	24	5	8,500
Orientation									
Catholic	58	5	5,400	53	10	9,700	21	4	1,600
Other religious	42	3	6,700	50	3	7,800	19	2	1,900
Nonsectarian	74	3	3,200	68	5	4,200	45	9	4,900
Type/level[3]									
Secondary	65	5	7,800	57	9	13,200	23	10	5,400
Combined	37	3	4,500	45	3	6,600	23	2	1,900
Other	85	4	3,000	84	2	1,800	32	4	1,100
Size									
Less than 50	28	2	900	24	2	800	24	4	1,800
50 - 149	55	3	3,700	68	2	3,100	36	3	2,100
150 - 299	54	4	2,800	55	7	5,200	18	2	600
300 - 599	57	4	3,000	49	6	3,900	11	3	500
600 or more	65	6	4,800	73	10	8,700	21	14	3,600
Years of operation									
10 or less	51	3	4,700	45	3	3,400	16	4	1,600
11 to 24	43	3	3,700	63	4	7,100	40	3	2,800
25 or more	59	5	6,800	53	8	11,200	15	11	4,000

[1]The mean in each column represents the mean among schools performing the relevant action, not the overall mean.

[2]Details may not add to total due to rounding.

[3]Secondary and combined are regular schools, while other schools are primarily alternative schools.

NOTE.--Data are from schools with grades 10, 11, or 12 that are not special education schools.

compared with the 15,200 students who were expelled. Some of the schools most likely to bar students were nonsectarian schools (68 percent barred at least one student), other specialized schools (84 percent), and schools with more than 600 students (73 percent).

Among just those schools that had barred students from re-enrolling, a mean of 5 students were barred per school. Unlike the mean number of expulsions, there was variation among the different types of schools, although the mean was not proportionate to the number of students enrolled. For example, schools with an enrollment less than 50 barred a mean of 2 students from re-enrolling, while schools with an enrollment of 600 or more barred a mean of 10. Catholic schools barred a mean of 10 students from re-enrolling, but the 9,700 students barred from Catholic schools were less than the 50 percent that might be expected according to enrollment figures.

During the 1984-85 school year, 24 percent of private schools with grades 10, 11, or 12 accepted new students who had been expelled from public schools. This reflected 8,500 total students, and the mean for each school accepting such new students was 5 new students per school. Nonsectarian schools were most likely to accept expelled students (45 percent); other variations were occasionally large but not systematic. The number of new students accepted was not proportionate to enrollment. Nonsectarian schools accounted for over half of all such new students accepted, but had only 15 percent of the total enrollment.

Staffing in Private Schools

The survey obtained information on the number of full-time equivalent (F.T.E.) persons in private schools employed as:

- Principals or assistant principals;
- Teachers;
- Guidance counselors;

- Librarians or other professional media staff;
- Other professional staff (e.g., curriculum specialists, administrative and business staff; social workers),
- Teachers aides; and
- Nonprofessionals (e.g., secretaries, janitors, bus drivers).

In addition, principals indicated whether their school received assistance from unpaid volunteers and, if so, the types of support provided by these volunteers.

F.T.E. Staff

Almost all private schools employed teachers, although a few (less than 1 percent) had only volunteer teachers. The availability of other staff in private schools ranged from 94 percent of schools that had principals/assistant principals to 30 percent that had guidance counselors (table 14). Two-fifths of private schools employed librarians (44 percent), teacher aides (43 percent), or other professional staff (40 percent), and 82 percent had nonprofessional staff.

With the exception of teachers and principals/assistant principals, the availability of staff in private schools varied by school characteristics. The likelihood of having guidance counselors, librarians, other professional staff, and nonprofessional staff increased as the size of the school increased. For example, only 18 percent of schools with less than 50 students employed librarians, whereas 92 percent of schools with 600 or more students had librarians. Secondary schools were more likely to have guidance counselors and librarians than elementary, combined, or other specialized schools, but were less likely to have teacher aides. Proportionately more Catholic than nonsectarian or other religious schools had librarians, but nonsectarian schools employed other professional staff and teacher aides more frequently than Catholic schools.

Table 14.--Percent of private schools with various type of staff, by school characteristics: United States, 1985-86

School characteristic	Principals/ assistant principals	Teachers	Guidance counselors	Librarians	Other professional staff	Teacher aides	Nonprofessional staff
Total.....	94	100	30	44	40	43	82
Orientation							
Catholic.....	99	100	32	59	37	36	91
Other religious...	90	100	26	30	36	45	72
Nonsectarian.....	96	100	32	42	55	51	89
Type/level*							
Elementary.....	94	100	16	39	39	41	79
Secondary.....	97	100	93	87	69	14	94
Combined.....	94	99	48	44	38	48	85
Other.....	93	100	16	31	72	68	86
Size							
Less than 50.....	81	99	18	18	20	33	51
50 - 149.....	95	100	22	26	41	45	80
150 - 299.....	98	100	27	53	39	45	93
300 - 599.....	98	100	41	68	46	46	95
600 or more.....	98	100	74	92	70	40	95
Years of operation							
10 or less.....	93	100	25	20	33	41	73
11 - 24.....	92	100	37	41	47	50	86
25 or more.....	96	100	29	56	41	40	85

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

The staff of private schools tended to be fairly small (table 15). Teachers constituted the largest group of staff in private schools, with a mean of 13.9 F.T.E. teachers per school. (Mean F.T.E. staff was based only on schools that reported having that type of staff.) The next largest groups of staff members were nonprofessional staff (4.8) and teacher aides (3.5), while principals/assistant principals, guidance counselors, and librarians were the smallest groups (means of 1.3 to 1.0).

The mean F.T.E. staff in schools reporting such staff also varied by school characteristics. Across all categories of staff, the number of staff increased with school size, and older schools (25 years or more) had more staff than newer schools (10 years or less). On the average, nonsectarian schools employed a larger number of nonprofessional staff, teacher aides, and other professional staff than religiously-oriented schools. Secondary and other specialized schools averaged more nonprofessional staff and teacher aides compared with elementary and combined schools. In addition, other specialized schools had the largest mean number of other professional staff.

Volunteers

Almost three-fourths of private schools received assistance from unpaid volunteers (table 16). Religiously-oriented schools had access to volunteer support to a greater extent than nonsectarian schools; elementary and combined schools were more likely to have volunteers than secondary and other specialized schools.

Volunteers (either students at the school or persons who were not students at the school) provided a variety of services, such as:

- Instructional support (e.g., tutoring, grading papers, science lab monitoring, conducting rote exercises);
- Guidance support (e.g., career and college counseling, health and drug awareness);
- Extracurricular support (e.g., athletics, clubs, trips, newspaper, library);

Table 15.--Mean full-time equivalent staff in private schools, by school characteristics: United States, 1985-86

School characteristic	Principals/ assistant principals	Teachers	Guidance counselors	Librarians	Other professional staff	Teacher aides	Nonprofessional staff
Total.....	1.3	13.9	1.1	1.0	3.1	3.5	4.8
Orientation							
Catholic.....	1.4	17.0	1.4	1.1	2.2	2.6	3.7
Other religious...	1.0	9.7	0.7	0.8	2.2	2.5	3.3
Nonsectarian.....	1.9	16.6	1.2	1.2	5.6	6.9	9.8
Type/level*							
Elementary.....	1.1	10.9	0.6	0.9	1.4	3.2	2.9
Secondary.....	2.1	31.4	1.9	1.3	3.9	4.5	10.6
Combined.....	1.5	16.8	0.9	1.0	3.2	2.8	4.9
Other.....	1.7	9.9	1.2	1.1	6.0	5.4	8.8
Size							
Less than 50.....	0.7	2.9	0.4	0.6	4.0	2.0	2.0
50 - 149.....	1.2	8.6	0.7	0.8	3.3	3.9	4.1
150 - 299.....	1.2	13.0	0.8	0.9	2.0	2.3	3.3
300 - 599.....	1.7	22.5	1.2	1.1	2.9	4.9	6.2
600 or more.....	2.6	45.9	2.6	1.6	4.2	5.9	13.6
Years of operation							
10 or less.....	0.9	7.1	0.6	0.6	2.2	2.3	2.1
11 - 24.....	1.5	16.1	1.2	0.9	2.5	4.1	4.0
25 or more.....	1.5	16.2	1.3	1.1	3.7	3.9	6.4

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 16.--Percent of private schools with volunteers and type of support provided by student and nonstudent volunteers, by school characteristics: United States, 1985-86

School characteristic	Percent of schools with volunteers	Percent of schools using volunteers for					
		Instructional support		Guidance support		Extracurricular support	
		Student	Nonstudent	Student	Nonstudent	Student	Nonstudent
Total.....	72	14	47	1	16	8	46
Orientation							
Catholic.....	84	14	54	3	19	9	52
Other religious...	72	14	51	1	14	5	44
Nonsectarian.....	45	14	27	0	18	11	20
Type/level*							
Elementary.....	80	14	57	1	18	8	52
Secondary.....	54	27	15	4	20	13	36
Combined.....	73	14	48	0	13	6	45
Other.....	40	4	24	2	13	3	25
Size							
Less than 50.....	74	8	58	0	13	5	39
50 - 149.....	64	15	43	1	18	9	38
150 - 299.....	77	11	46	1	13	7	56
300 - 599.....	75	18	50	2	18	7	50
600 or more.....	75	25	42	5	23	11	56
Years of operation							
10 or less.....	75	20	49	1	22	10	34
11 - 24.....	88	10	44	2	14	4	42
25 or more.....	75	12	48	1	15	8	54

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 16.--Percent of private schools with volunteers and type of support provided by student and nonstudent volunteers, by school characteristics: United States, 1985-86 (continued)

School characteristic	Percent of schools using volunteers for					
	Management support		Clerical support		Other types of support	
	Student	Nonstudent	Student	Nonstudent	Student	Nonstudent
Total.....	2	17	6	30	7	34
Orientation						
Catholic.....	3	16	7	43	8	54
Other religious...	1	16	5	26	3	24
Nonsectarian.....	1	20	6	12	12	14
Type/level*						
Elementary.....	1	17	4	34	8	43
Secondary.....	4	14	13	28	3	13
Combined.....	1	19	7	26	3	24
Other.....	2	15	9	19	7	22
Size						
Less than 50.....	0	24	6	28	8	30
50 - 149.....	1	17	4	19	7	21
150 - 299.....	2	11	6	35	6	48
300 - 599.....	2	15	7	37	5	41
600 or more.....	5	23	12	53	3	33
Years of operation						
10 or less.....	1	22	3	24	9	24
11 - 24.....	1	17	9	28	6	30
25 or more.....	2	14	6	34	6	41

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

- Management/advisory support (e.g., citizen advisory group organized through school, computerization of schedules);
- Clerical support; and
- Other types of support (e.g., monitoring cafeterias, playgrounds).

Private schools were more likely to use nonstudent volunteers than student volunteers (table 16). The proportion of schools with nonstudent volunteers ranged from 16 percent (for guidance support) to 47 percent (for instructional support), while that of schools with student volunteers ranged from 1 percent (guidance support) to 14 percent (instructional support). The availability of student volunteers for different activities showed little variation by school characteristics, but the availability of nonstudent volunteers varied by religious orientation and instructional level of schools. Religiously-oriented schools were more likely to use nonstudent volunteers for instructional, extracurricular, and clerical support compared with nonsectarian schools, and Catholic schools were more likely to use nonstudent volunteers for "other" support. Elementary and combined schools used volunteers for instructional support more frequently than secondary or other specialized schools, while elementary schools led the other types of schools in the use of nonstudent volunteers for "other" support. Although there were some differences in the use of nonstudent volunteers by size of school, there was no consistent pattern.

Table 17 shows the number of volunteers by type of support provided and gives a percent distribution of volunteers by school characteristics. The three support activities with the largest numbers of both nonstudent and student volunteers were:

- "Other" types of support (199,000 nonstudent volunteers, 30,000 student volunteers);
- Extracurricular support (156,000 nonstudents, 52,000 students); and
- Instructional support (113,000 nonstudents, 54,000 students).

Across all support activities, 50 percent or more of all nonstudent volunteers were located in Catholic schools, elementary schools, and older schools. The distribution of student

Table 17.--Number of student and nonstudent volunteers providing support in private schools and percent distribution of volunteers, by school characteristics: United States, 1985-86

School characteristic	Number/percent of volunteers for					
	Instructional support		Guidance support		Extracurricular support	
	Student	Nonstudent	Student	Nonstudent	Student	Nonstudent
Total.....	54,000	113,000	5,000	19,000	52,000	156,000
	(Percent distribution)[1]					
Orientation						
Catholic.....	60	74	84	53	76	75
Other religious...	27	21	16	26	11	17
Nonsectarian.....	14	5	1	21	13	8
Type/level[2]						
Elementary.....	36	84	60	73	27	67
Secondary.....	45	2	24	14	55	17
Combined.....	15	11	(*)	10	17	11
Other.....	4	3	16	3	1	4
Size						
Less than 50.....	5	6	1	5	2	4
50 - 149.....	21	15	16	36	14	14
150 - 299.....	15	24	2	12	18	31
300 - 599.....	23	36	58	32	14	30
600 or more.....	37	19	24	15	52	21
Years of operation						
10 or less.....	18	13	18	33	6	9
11 - 24.....	36	18	23	18	32	26
25 or more.....	46	68	58	50	61	64

*Less than 1 percent.

[1]Percents may not add to 100 because of rounding.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 17.--Number of student and nonstudent volunteers providing support in private schools and percent distribution of volunteers, by school characteristics: United States, 1985-86 (continued)

School characteristic	Number/percent of volunteers for					
	Management support		Clerical support		Other types of support	
	Student	Nonstudent	Student	Nonstudent	Student	Nonstudent
Total.....	6,000	46,000	17,000	38,000	30,000	199,000
	(Percent distribution)[1]					
Orientation						
Catholic.....	85	50	87	76	79	88
Other religious...	9	20	9	17	5	8
Nonsectarian.....	5	30	4	7	16	4
Type/level[2]						
Elementary.....	29	56	15	67	87	91
Secondary.....	11	11	77	22	9	3
Combined.....	58	21	6	7	2	4
Other.....	1	12	2	4	3	3
Size						
Less than 50.....	0	13	2	4	4	2
50 - 149.....	3	28	7	13	20	13
150 - 299.....	16	17	13	21	60	29
300 - 599.....	72	30	57	29	9	37
600 or more.....	9	13	21	32	6	19
Years of operation						
10 or less.....	3	23	2	8	16	6
11 - 24.....	8	22	72	27	11	20
25 or more.....	90	55	27	65	72	75

[1]Percents may not add to 100 because of rounding.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

volunteers was more variable. Half or more of the student volunteers providing each type of support were in Catholic schools, but their concentration in elementary, secondary, and combined schools varied by type of support provided.

Availability of Programs and Services

Nine pupil programs and services were surveyed, including: bilingual education, English as a second language, remedial reading, remedial mathematics, programs for the handicapped, programs for the gifted and talented, vocational and technical programs, foreign languages, and diagnostic services.

Remedial programs and diagnostic services were the most frequently available. Remedial reading was offered by 69 percent of all private schools, and 53 percent provided remedial mathematics instruction (table 18). Diagnostic services designed to identify learning problems and to provide special therapeutic or educational programs were available in 51 percent of private schools. Forty-six percent of private schools provided foreign language instruction (95 percent of secondary schools) and 33 percent had programs for the gifted and talented.

Programs and services provided least frequently were:

- Bilingual education (9 percent);
- English as a second language (12 percent);
- Vocational and technical programs (14 percent); and
- Programs for the handicapped (18 percent).

Catholic and nonsectarian schools were more likely to provide remedial reading, remedial mathematics, and diagnostic services than schools with religious orientations other than Catholic. For example, 78 percent of Catholic schools and 73 percent of nonsectarian schools

Table 18.--Percent of private schools offering various programs and services, by school characteristics: United States, 1985-86

Program/ service	Total	Orientation			Type/level*			
		Catholic	Other religious	Nonsectarian	Elementary	Secondary	Combined	Other
	Percent							
Bilingual education.....	9	4	11	12	8	8	15	3
English as a second language.....	12	9	14	14	9	23	17	10
Remedial reading.....	69	78	59	73	72	53	61	82
Remedial mathematics.....	53	61	42	62	52	46	50	71
Programs for the handicapped.....	18	15	16	30	14	11	20	42
Programs for the gifted and talented.....	33	37	28	37	32	50	32	24
Vocational/technical programs.....	14	8	15	26	6	35	22	32
Foreign languages.....	46	33	48	70	30	95	71	53
Diagnostic services.....	51	61	41	52	50	46	41	76

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Data are based on weighted survey data without adjustment for assumed growth since 1983-84.

offered remedial reading programs compared with 59 percent of schools with religious orientations other than Catholic.

The availability of foreign language instruction was most often reported by nonsectarian schools. Seventy percent of nonsectarian schools reported foreign language instruction in their curriculum; in contrast, only 33 percent of Catholic schools and 48 percent of other religious schools offered foreign languages.

These programs were offered by both school staff and persons outside the schools' employ. Generally, a majority of private schools reported staff involvement in the provision of the special services and programs surveyed. This staff involvement ranged from 64 percent utilizing staff for programs for the handicapped to 91 percent reporting staff instruction in foreign languages (table 19). The single exception, diagnostic services, were offered by school staff in only 38 percent of private schools.

Publicly Funded Services in Private Schools

Ten areas of publicly funded student services were surveyed in the 1985-86 study, including: transportation, instructional and library materials, child nutritional services, health services, remedial and compensatory education, bilingual education, handicapped services, vocational education, guidance and social or psychological services, and speech therapy.

Sixty-one percent of private schools reported one or more students receiving at least one of these services paid for with public funds. Students in Catholic schools were more likely to receive services paid for with public funds than were those in other religious or nonsectarian private schools. Ninety-percent of Catholic schools reported student receipt of one or more publicly funded service compared with 41 percent of other religious schools and 49 percent of nonsectarian schools (table 20).

Table 19.--Percent of private schools by service and service provider by school characteristics: United States, 1985-86

School characteristic	Percent of private schools offering					
	Bilingual education		English as a second language		Remedial reading	
	By school staff	Other	By school staff	Other	By school staff	Other
Total.....	73	29	76	27	67	42
Orientation						
Catholic.....	72	28	70	36	49	64
Other religious...	94	9	71	31	80	27
Nonsectarian.....	31	69	95	5	83	20
Type/level						
Elementary.....	55	47	84	22	53	57
Secondary.....	86	19	84	16	75	29
Combined.....	95	5	51	49	89	20
Other.....	83	17	95	5	95	8

Table 19.--Percent of private schools by service and service provider by school characteristics: United States, 1985-86 (continued)

School characteristic	Percent of private schools offering					
	Remedial mathematics		Handicapped programs		Gifted and talented program	
	By school staff	Other	By school staff	Other	By school staff	Other
Total.....	70	36	64	42	78	22
Orientation						
Catholic.....	50	59	29	74	60	47
Other religious...	89	16	65	40	90	15
Nonsectarian.....	84	19	96	10	98	5
Type/level						
Elementary.....	56	52	29	79	67	39
Secondary.....	76	26	84	23	91	13
Combined.....	92	12	94	7	94	10
Other.....	96	7	96	8	98	2

Table 19.--Percent of private schools by service and service provider by school characteristics: United States, 1985-86 (continued)

School characteristic	Percent of private schools offering					
	Vocational/technical programs		Foreign languages		Diagnostic services	
	By school staff	Other	By school staff	Other	By school staff	Other
Total.....	67	37	91	12	38	70
Orientation						
Catholic.....	39	63	82	19	19	86
Other religious...	83	21	95	7	45	60
Nonsectarian.....	66	38	95	15	70	51
Type/level						
Elementary.....	40	66	83	24	18	87
Secondary.....	43	56	100	0	42	74
Combined.....	79	24	97	5	62	42
Other.....	100	7	91	13	83	38

Table 20.--Percent of private schools with students receiving publicly funded student services by school characteristics: United States, 1985-86

School characteristic	Total	Publicly funded services		No publicly funded services	
		Number	Percent	Number	Percent
Total.....	25,600	15,700	61	9,900	39
Orientation					
Catholic.....	9,900	8,900	90	1,000	10
Other religious...	10,800	4,400	41	6,400	59
Nonsectarian.....	4,900	2,400	49	2,500	51
Type/level					
Elementary.....	15,300	10,700	70	4,600	30
Secondary.....	2,400	1,700	70	700	30
Combined.....	4,900	1,600	33	3,300	67
Other.....	2,900	1,700	57	1,300	43

Seventy percent of both elementary and secondary schools reported students receiving publicly funded programs. In contrast, only 33 percent of combined elementary/secondary schools and 57 percent of other specialized schools reported student receipt of such services.

Schools were also asked to report the source of funding, either Federal or other State or local, for each publicly funded service. The federally funded services most often reported were instructional and library materials (45 percent), child nutrition programs (34 percent), and remedial and compensatory education services (22 percent) (table 21). Less than 20 percent of schools reported students receiving the remaining programs paid for with Federal funds:

- Speech therapy (17 percent);
- Guidance and social or psychological services (12 percent);
- Health services (9 percent);
- Transportation (8 percent);
- Handicapped services (7 percent);
- Vocational education services (4 percent); and
- Bilingual education (1 percent).

Catholic schools were most likely to report utilization of federally funded services for instructional and library materials, child nutrition, and remedial and compensatory education services. For example almost twice as many Catholic schools (41 percent) reported student recipients of federally funded child nutrition programs as did other religious schools (22 percent). However, nonsectarian schools were more likely than Catholic or other religious schools to report student recipients of federally funded transportation, health services, bilingual education, handicapped services, vocational educational services, guidance, and speech therapy.

Table 21.--Percent of private schools receiving public funds for various programs or services by funding source and school characteristics: United States, 1985-86

School characteristic	Private schools receiving public funds for		Percent of private schools receiving public funds for			
	Any program or service		Transportation		Instruction/ library materials	
	Number*	Percent	Federal government	Other government	Federal government	Other government
Total.....	15,700	61	8	46	45	29
Orientation						
Catholic.....	8,900	90	8	50	53	27
Other religious...	4,400	41	5	38	37	32
Nonsectarian.....	2,400	49	17	42	29	33
Type/level						
Elementary.....	10,700	70	8	45	49	26
Secondary.....	1,700	70	4	48	56	39
Combined.....	1,600	33	3	37	41	33
Other.....	1,700	57	2	52	11	38
Size						
1-49.....	1,700	40	4	22	12	41
50-149.....	4,400	52	9	49	38	29
150-299.....	4,600	73	12	45	50	22
300-599.....	3,600	75	5	50	55	31
600 or more.....	1,400	79	5	53	63	36

*Details may not add to totals because of rounding.

Table 21.--Percent of private schools receiving public funds for various programs or services by funding source and school characteristics: United States, 1985-86 (continued)

School characteristic	Percent of private schools receiving public funds for							
	Child nutrition		Health services		Remedial/compensatory education		Bilingual education	
	Federal government	Other government	Federal government	Other government	Federal government	Other government	Federal government	Other government
Total.....	34	15	9	38	22	25	1	1
Orientation								
Catholic.....	41	19	10	47	30	30	1	1
Other religious...	22	14	2	27	6	15	1	0
Nonsectarian.....	28	5	14	25	20	29	3	6
Type/level								
Elementary.....	39	19	10	43	26	26	1	0
Secondary.....	25	9	2	36	10	22	3	1
Combined.....	12	7	*	13	1	11	1	1
Other.....	35	9	15	34	25	38	*	8
Size								
1-49.....	13	12	9	30	2	9	*	*
50-149.....	34	20	6	33	22	28	1	3
150-299.....	44	16	14	40	31	23	*	1
300-599.....	38	12	8	42	22	29	3	1
600 or more.....	18	12	4	49	13	37	4	1

Table 21.--Percent of private schools receiving public funds for various programs or services by funding source and school characteristics: United States, 1985-86 (continued)

School characteristic	Percent of private schools receiving public funds for							
	Handicapped services		Vocational education		Guidance, social work, psychological services		Speech therapy	
	Federal government	Other government	Federal government	Other government	Federal government	Other government	Federal government	Other government
Total.....	7	10	4	5	12	36	17	39
Orientation								
Catholic.....	4	7	1	4	11	41	19	41
Other religious...	3	4	1	1	4	22	8	35
Nonsectarian.....	27	33	25	17	29	42	25	39
Type/level								
Elementary.....	4	5	0	1	10	36	19	43
Secondary.....	4	5	4	17	4	33	3	18
Combined.....	*	6	2	3	1	21	2	24
Other.....	36	50	34	26	39	57	32	52
Size								
1-49.....	12	15	2	2	9	17	11	26
50-149.....	13	16	12	10	16	39	23	42
150-299.....	2	5	1	2	11	32	17	36
300-599.....	4	7	1	3	10	41	15	42
600 or more.....	6	11	3	15	6	49	6	47

TEACHER FINDINGS

Historically, less has been known about private school teachers than their public school counterparts. This survey obtained fairly comprehensive data from private school teachers. Among the data collected were:

- Demographic characteristics including age, sex, race, years of teaching experience, employment status and educational attainment;
- Income including teaching salary and other sources of income;
- School activities including time spent for various instructional and noninstructional activities;
- Formal training and teaching assignments; and
- Class size and amount of homework assigned.

This portion of the report describes these data and examines differences across the religious orientation and instructional level of the schools in which they teach.

Characteristics of Private Elementary and Secondary School Teachers

In 1985-86, teachers in private elementary and secondary schools were largely female (76 percent) and predominately white (92 percent). They were most likely to hold a bachelor's degree or higher (95 percent), teach full time (83 percent), and almost half reported at least 10 years of teaching experience (figure 3).

Of the estimated 404,000 (full- and part-time) private elementary and secondary school teachers, 46 percent taught in Catholic schools, 32 percent taught in schools with religious orientations other than Catholic, and 23 percent taught in nonsectarian private schools (table 22).

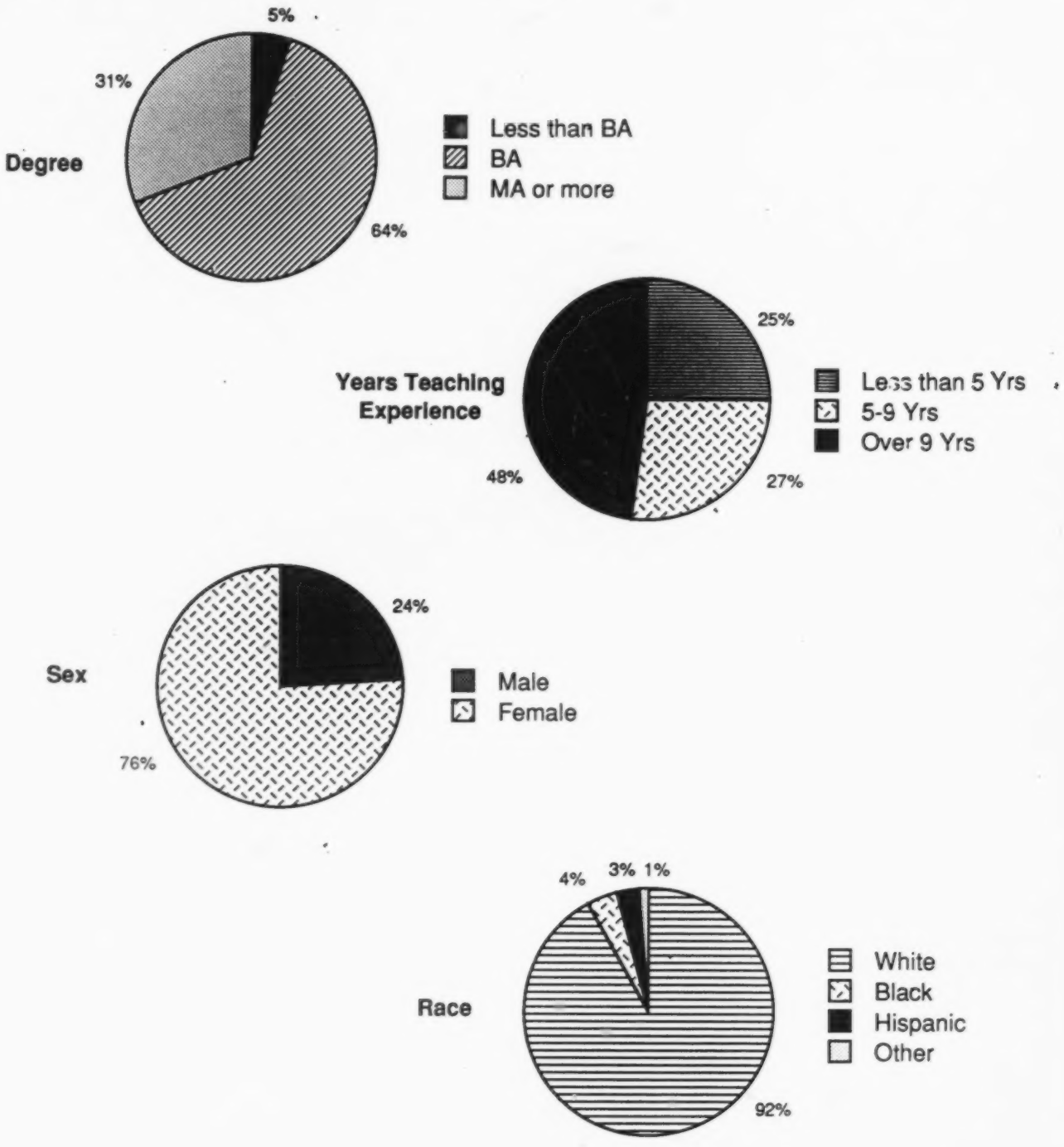

Figure 3.--Percent of private school teachers, by teacher characteristics: United States, 1985-86

Table 22.--Number and percent of private school teachers, by school characteristics: United States, 1985-86

School characteristic	Number of teachers[1]	
	Number (in thousands)	Percent
Total	404	100
Orientation		
Catholic	185	46
Other religious	127	32
Nonsectarian	92	23
Type/level[2]		
Elementary	190	47
Secondary	83	20
Combined	96	24
Other	35	9
Size		
Less than 50	15	4
50 - 149	81	20
150 - 299	99	25
300 - 599	124	31
600 or more	85	21
Years of operation		
10 or less	48	12
11 to 24	117	29
25 or more	240	59
Tuition[3]		
Less than $500	54	13
$500 - $1,000	66	16
$1,001 - $1,500	94	23
$1,501 - $2,500	75	18
Over $2,500	115	29

[1]Data reflect the number of teachers reported during teacher sampling in December 1985.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

[3]Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Details may not add to totals because of rounding.

Almost half (47 percent) of all private school teachers taught in elementary schools, while 20 percent taught in secondary schools, 24 percent taught in combined elementary/secondary schools, and 9 percent taught in other specialized schools.

A majority (59 percent) taught in schools that had been in operation for at least 25 years, while 29 percent taught in schools operating 11-24 years, and only 12 percent taught in schools that had been operating 10 years or less.

Sex

Traditionally, precollege teaching has been a female-dominated profession. In private schools, female teachers outnumbered males by more than 3 to 1. However, male teachers were more likely to teach in secondary schools (41 percent) and to hold advanced degrees (45 percent) than their female counterparts (14 percent and 26 percent, respectively) (table 23).

A predominance of female teachers was found across all categories of religious orientation. Female teachers constituted 80 percent of all Catholic school teachers, 72 percent of teachers in schools with other religious orientations, and 74 percent of teachers in nonsectarian schools (table 24).

The smallest proportion of male teachers was reported among elementary school teachers. Only 10 percent of all elementary teachers were male. While larger proportions of males were found among teachers in combined schools (30 percent) and other specialized schools (25 percent), only among secondary teachers was there an equal distribution of teachers by sex. Nearly half (49 percent) of all secondary teachers were male.

Generally, schools that charged higher tuitions had a larger proportion of male teachers. The percent of male teachers ranged from 13 percent in schools with an annual

Table 23.--Percent distribution of male and female private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Sex	
	Male	Female
Total (number).....	97,000	307,000
Total (percent).....	100	100
Orientation		
Catholic.....	39	48
Other religious.....	36	30
Nonsectarian.....	25	22
Type/level*		
Elementary.....	20	56
Secondary.....	41	14
Combined.....	30	22
Other.....	9	9
Highest degree		
Less than bachelor's.....	2	6
Bachelor's.....	54	67
Advanced degree.....	45	26

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Percents may not add to 100 because of rounding.

Table 24.--Percentage distribution of private school teachers, by sex and race/ethnicity and by school characteristics: United States, 1985-86

	Sex		Race/ethnicity			
	Male	Female	White	Black	Hispanic	Other[1]
Total (number).....	97,000	307,000	373,000	15,000	12,000	4,000
Total (percent).....	24	76	92	4	3	1
Orientation						
Catholic.....	20	80	93	3	3	1
Other religious.....	28	72	92	4	3	1
Nonsectarian.....	26	74	90	6	2	2
Type/level[2]						
Elementary.....	10	90	91	5	3	1
Secondary.....	49	51	95	1	3	1
Combined.....	30	70	93	3	3	1
Other.....	25	75	91	5	2	2
Size						
Less than 50.....	29	71	88	10	1	1
50 - 149.....	19	81	90	6	3	1
150 - 299.....	18	82	92	3	3	1
300 - 599.....	24	76	93	3	3	2
600 or more.....	36	64	95	1	3	(*)
Years of operation						
10 or less.....	24	76	84	11	4	1
11 - 24.....	23	77	93	2	3	1
25 or more.....	25	75	94	3	2	1
Tuition[3]						
Less than $500.....	13	87	95	3	1	1
$500 - $1,000.....	13	87	91	4	4	1
$1001 - $1,500.....	24	76	90	6	3	1
$1501 - $2,500.....	33	67	91	3	5	1
Over $2500.....	30	70	94	3	1	2

*Less than 1 percent.

[1]American Indian, Alaskan Native, Asian, or Pacific Islander.

[2]Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

[3]Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE:--Details may not add to totals because of rounding.

tuition of less than $500 to 33 percent in schools charging $1,501 to $2,500 and 30 percent charging over $2,500.

Race

Ninety-two percent (373,000) of private school teachers were white. An estimated 15,000 (4 percent) were black, 12,000 (3 percent) were Hispanic, and 4,000 (1 percent) reported their racial/ethnic group as other than white, black, or Hispanic (table 24).

Age

The mean age of teachers in private schools was 38. The mean age of private school teachers ranged from 35 years among teachers in other specialized schools to 40 years among teachers in secondary schools (not shown in tables).

Highest Academic Degree

About two-thirds (64 percent) of private school teachers held a bachelor's degree, 31 percent held an advanced (master's or higher) degree, and 5 percent had not obtained a bachelor's degree (table 25).

The proportion of non-degreed teachers in other religious schools was three times greater than that of Catholic school teachers (9 percent and 3 percent, respectively); 5 percent of teachers in nonsectarian schools reported less than a bachelor's degree.

The smallest proportion of teachers with less than a bachelor's degree was found among secondary teachers (1 percent). Teachers in elementary schools and those in other specialized schools reported academic attainment below the bachelor's level at a rate of

Table 25.--Percent of private school teachers, by highest degree and by school characteristics: United States, 1985-86

School characteristic	Highest degree		
	Less than bachelor's	Bachelor's	Advanced degree
Total (number).....	21,000	259,000	124,000
Total (percent).....	5	64	31
Orientation			
Catholic.....	3	67	30
Other religious.....	9	64	28
Nonsectarian.....	5	60	36
Type/level[1]			
Elementary.....	6	74	20
Secondary.....	1	48	51
Combined.....	8	58	34
Other.....	6	63	31
Size			
Less than 50.....	15	66	20
50 - 149.....	9	69	23
150 - 299.....	6	69	24
300 - 599.....	3	64	33
600 or more.....	2	53	45
Years of operation			
10 or less.....	9	74	16
11 - 24.....	7	62	31
25 or more.....	4	63	33
Tuition[2]			
Less than $500.....	4	75	21
$500 - $1,000.....	9	72	19
$1,001 - $1,500.....	5	68	27
$1,501 - $2,500.....	4	62	33
Over $2,500.....	4	52	44

[1]Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

[2]Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Percents may not add to 100 because of rounding.

6 percent, about the same as the 8 percent reported by teachers in combined elementary/secondary schools.

A smaller proportion of teachers without bachelor's degrees was found among those teaching in large private schools, compared with teachers who taught in schools serving fewer students. Fifteen percent of teachers in schools with fewer than 50 students had not attained a bachelor's degree, while only 2 percent of those teaching in schools with 600 or more students did not hold a bachelor's degree.

Those teachers employed by schools in operation for 10 years or less were twice as likely not to possess a bachelor's degree (9 percent) as teachers in schools operating 25 years of more (4 percent).

Thirty-six percent of teachers who taught in nonsectarian schools had obtained an advanced degree, while 30 percent of Catholic school teachers and 28 percent of those who taught in other religious schools held advanced degrees.

Secondary teachers were more than twice as likely to hold an advanced degree than were elementary teachers. Fifty-one percent of secondary teachers held at least a master's, while only 20 percent of elementary teachers had completed an advanced degree. Thirty-four percent of those teaching in combined elementary/secondary schools and 31 percent of the teachers in other specialized schools had attained an advanced degree.

A positive relationship was found between the attainment of an advanced degree and school size. The larger the school, the greater the proportion of teachers possessing an advanced degree. This proportion ranged from 20 percent in schools with less than 50 students to 45 percent in schools serving 600 or more students.

The percentage of teachers holding advanced degrees in older schools (schools operating 25 years or more) was double (33 percent) that of teachers in schools operating for 10 years or less (16 percent).

Teachers in schools with higher tuitions were more likely to hold advanced degrees. The rate of advanced degrees ranged from 19 percent in schools charging $500 to $1,000 to 44 percent in schools with tuitions over $2,500. Teachers with advanced degrees constituted 21 percent of all teachers in schools with tuitions less than $500, 27 percent of teachers in schools charging $1,001 to $1,500, and 33 percent of those teaching in schools with tuitions from $1,501 to $2,500.

Years of Teaching Experience

Almost half (48 percent) of teachers in private schools reported 10 years or more teaching experience (table 26). The remaining teachers were almost equally divided between those with less than 5 years teaching experience (25 percent) and those with 5-9 years of experience (27 percent).

Fifty-five percent of Catholic school teachers, 42 percent of teachers in other religious schools, and 44 percent of teachers in nonsectarian schools reported 10 or more years of teaching experience.

A larger proportion of secondary school teachers reported 10 or more years experience (59 percent) than teachers in elementary (47 percent), combined (47 percent), or other specialized schools (32 percent). Of those reporting fewer than 5 years experience, 41 percent taught in other specialized schools, 19 percent taught in secondary schools, 24 percent taught in combined schools, and 25 percent taught in elementary schools.

The proportion of teachers with 10 or more years of experience increased with size of school, ranging from 22 percent in schools with fewer than 50 students to 63 percent in schools with 600 or more students. Schools with 50-149 students (35 percent), those with 150-299 students (45 percent), and those with 300-599 students (52 percent) fell within this range.

Table 26.--Percent of private school teachers, by years of teaching experience and teaching status and by school characteristics: United States, 1985-86

School characteristic	Years of teaching experience			Teaching status	
	Less than 5	5 - 9	10 or more	Full-time	Part-time
Total (number).....	100,000	109,000	195,000	336,000	69,000
Total (percent).....	25	27	48	83	17
Orientation					
Catholic.....	21	24	55	89	11
Other religious.....	28	31	42	77	23
Nonsectarian.....	29	27	44	78	22
Type/level[1]					
Elementary.....	25	28	47	86	14
Secondary.....	19	23	59	81	19
Combined.....	24	29	47	80	20
Other.....	41	27	32	82	18
Size					
Less than 50.....	55	23	22	76	24
50 - 149.....	35	31	35	78	22
150 - 299.....	26	29	45	83	17
300 - 599.....	21	27	52	85	15
600 or more.....	15	22	63	87	13
Years of operation					
10 or less.....	37	37	26	81	19
11 - 24.....	26	29	45	80	20
25 or more.....	22	24	54	85	15
Tuition[2]					
Less than $500.....	26	23	51	91	9
$500 - $1,000.....	28	27	45	90	10
$1001 - $1,500.....	27	27	46	86	14
$1501 - $2,500.....	22	32	47	83	17
Over $2,500.....	23	26	51	73	27

[1]Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

[2]Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Percents may not add to 100 because of rounding.

An estimated 55 percent of teachers in the smallest private schools (those with fewer than 50 students) have been teaching less than 5 years, while only 15 percent of teachers in the largest schools (600 or more students) taught less than 5 years.

A higher proportion of teachers in older schools reported 10 or more years of experience than those in schools more recently established. Fifty-four percent of teachers reported 10 or more years of experience in schools operating 25 or more years, 45 percent in those operating 11-24 years, and 26 percent in schools established 10 years or less.

Teaching Status

Overall, 83 percent of private school teachers taught full-time, and 17 percent were part-time teachers (table 26). The smallest proportion of part-time teachers was found among Catholic schools teachers (11 percent). Both other religious schools and nonsectarian schools had about twice the percentage of part-time teachers as Catholic schools (23 percent and 22 percent, respectively). Fourteen percent of elementary teachers reported part-time status, 19 percent of secondary teachers, 20 percent of combined school teachers, and 18 percent of teachers in other specialized schools.

Smaller schools employed more part-time teachers than larger schools: 24 percent of teachers in schools with less than 50 students were part-time compared with 13 percent in schools with 600 or more students. Schools with higher tuitions had more part time teachers than those with lower tuitions. Schools charging less than $500 and those charging $500 to $1,000 had about 10 percent part-time teachers, while those charging more than $2,500 had 27 percent part-time teachers.

Compensation

Compensation for private school teachers may include income from several different sources. Private school teachers have the potential for earning both a base salary and

also extra income for summer school teaching, extracurricular or additional activities (e.g., coaching, student activities sponsorship, evening classes, department chairmanship, etc.), and non-school activities. However, private school teachers may receive little or no pay if their teaching is part of a religious vocation, or may receive extra compensation in the form of in-kind income (e.g., housing, meals, transportation, and reduced tuition rates for family members). There also are teachers who technically receive a salary, but who give their entire salary to their church. To enhance the comparability of salaries, this section of the report deals with only full-time teachers and teachers who have a non-zero base salary. In 1985-86, 83 percent of the estimated 404,000 teachers at private schools were full-time teachers, and 99 percent of all private school teachers had a non-zero base salary.

Average Salary

Teachers at private schools received a mean base salary of $14,400 and a mean total salary of $15,600 (table 27). One-half of private school teachers received only a base salary, while the other half also received extra salaries for extracurricular activities, summer school, or non-school related activities.

By far, the most important component of teachers' incomes was the base salary. The base salary of $14,400 represented 92 percent of the total salary of $15,600; of the remaining 8 percent, most of the compensation was received for non-school related activities. Thus, a mean of $800 was received for non-school related activities, compared with a mean of $500 for extracurricular activities and summer school combined.

Because the base salary formed 92 percent of the total salary, the distribution changes very little if the base salary and total salary are compared. A small number of teachers are moved into a higher income category by counting these additional earnings, but the change is minor. For example, the percentage of teachers receiving $25,000 or more is increased from 4 percent to 5 percent, and the percentage receiving less than $10,000 is decreased from 18 percent to 17 percent. The differences are minor across all income levels and school and teacher characteristics.

Table 27.--Mean salary of full-time private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Base academic year[1]	Additional compensation[1]	Summer salary[1]		Non-school[1]	Total[1]
			This school	Other school		
All full-time teachers.....	$14,400	$300	$100	$100	$800	$15,600
Orientation						
Catholic.....	13,900	300	100	(*)	800	15,100
Other religious.....	13,600	200	100	(*)	900	14,800
Nonsectarian.....	16,500	300	300	100	900	18,000
Type/level[2]						
Elementary.....	12,900	100	100	(*)	600	13,700
Secondary.....	17,100	600	100	100	1,000	19,000
Combined.....	14,900	200	200	(*)	1,000	16,500
Other.....	14,900	300	400	100	800	16,600
Sex of teacher						
Male.....	17,100	600	200	100	1,800	19,800
Female.....	13,500	100	100	(*)	500	14,300
Years of experience						
Less than 5.....	12,000	200	200	100	1,000	13,500
5 - 9.....	13,700	300	200	100	900	15,100
10 or more.....	15,900	200	100	(*)	700	17,000
Highest degree						
Less than bachelor's	10,400	200	100	(*)	400	11,000
Bachelor's.....	13,600	200	100	(*)	800	14,800
Advanced degree.....	16,600	300	200	100	1,000	18,100

*Less than $100.

[1]For full-time teachers with a base salary greater than 0.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

Mean base and total salaries were highest for teachers at nonsectarian schools as compared with either Catholic schools or schools with religious orientations other than Catholic. For example, the mean base salary at nonsectarian schools was $16,500, while the mean base salaries at Catholic and other religious schools were $13,900 and $13,600. The mean total salary for teachers in nonsectarian schools was $18,000, while the mean total salaries for Catholic and other religious school teachers were $15,100 and $14,800.

Salary levels were also higher for secondary schools as compared with elementary schools. Teachers at secondary schools received a mean total salary of $19,000, while teachers at elementary schools received $13,700. Consistent with these findings, teachers at combined and other schools (which typically had a mixture of elementary and secondary students) received total salaries roughly in the middle of that range.

Salaries also varied according to the personal characteristics of the teachers, with greater compensation being received as education levels and teaching experience increased. Teachers with an advanced degree received a mean total salary of $18,100, while those with a bachelor's degree received $14,800 and those with less than a bachelor's degree received $11,000. In terms of experience, teachers with 10 or more years of experience received a mean of $17,000 in total salary compared with $15,100 for teachers with 5 to 9 years of experience and $13,500 for teachers with less than 5 years.

Men received higher salaries than women, with a mean total salary of $19,800 as compared with $14,300 for women. There was a greater concentration of men in the teaching categories receiving the highest salaries (secondary schools and teachers with an advanced degree) and a relative absence of men in the lowest paid categories (elementary schools and teachers with less than a bachelor's degree). Even controlling for these factors, however, the difference in salaries remained. For example, teachers at secondary schools received a higher salary than those at other instructional levels, and the proportion of men was also greater at secondary schools than at other instructional levels, but within secondary schools men received a mean of $21,400 in total salary, while women received $16,700 (table 28). Similarly, nonsectarian schools were another location of relatively high salaries (in this case with men

Table 28.--Mean total salary of full-time male and female private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Number of teachers	Male		Female	
		Percent of teachers	Mean total salary[1]	Percent of teachers	Mean total salary[1]
Total.....	334,000	24	$19,800	76	$14,300
Orientation					
Catholic.....	164,000	20	20,400	80	13,800
Other religious.....	98,000	30	18,000	70	13,400
Nonsectarian.....	72,000	27	21,300	73	16,800
Type/level[2]					
Elementary.....	162,000	11	16,600	89	13,400
Secondary.....	66,000	48	21,400	52	16,700
Combined.....	77,000	32	20,000	68	14,800
Other.....	29,000	26	19,400	74	15,600
Years of experience					
Less than 5.....	83,000	25	16,100	75	12,600
5 - 9.....	90,000	25	18,300	75	14,000
10 or more.....	161,000	23	22,700	77	15,300
Highest degree					
Less than bachelor's	14,000	9	13,100	91	10,800
Bachelor's.....	222,000	20	18,000	80	14,000
Advanced degree.....	98,000	35	22,300	65	15,800

[1]For full-time teachers with a base salary greater than 0.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

forming roughly the same proportion as among all schools), and men received a mean total salary of $21,300 compared with $16,800 for women. More generally, in every category, the total salary for women was less than the base salary for men.

Proportion of Teachers in Salary Categories

Most teachers' school-based salaries[4] fell within a limited range. Only 5 percent of all teachers at private schools received a total school-based salary of $25,000 or more, and only 17 percent received less than $10,000 (table 29). The preponderance of teachers (78 percent) received total school-based salaries from $10,000 to $24,999. In fact, for every subcategory except one, at least 71 percent of the teachers were in the range from $10,000 to $24,999. The exception was teachers with less than a bachelor's degree, where a majority received less than $10,000.

In-Kind Income

Private schools also sometimes offer in-kind income (i.e., housing, meals, transportation, and reduced tuition rates for family members). One-fourth of private school teachers received in-kind income, with the range of those receiving it being from 15 percent of teachers at Catholic and elementary schools to 35 percent at combined schools (table 30).

Typically, teachers who received in-kind income also received about the same salary as those who did not, but the value of the in-kind income resulted in a higher total income. Thus, while the mean total salary was $15,300 for teachers receiving in-kind income (roughly equal to the $15,700 for the remaining teachers), the additional mean value of $2,900 for in-kind income raised their total income to $18,200. The mean value of in-kind income was greatest for teachers at nonsectarian schools, at secondary schools, and for males.

---

[4] Includes base salary, additional compensation, and summer salary from their private schools.

Table 29.--Percent of full-time private school teachers in various total school-based salary categories, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Total school-based salary[1]			
	$1-9,999	$10,000-14,999	$15,000-24,999	$25,000 or more
Total.....	17	39	39	5
Orientation				
Catholic.....	19	41	35	5
Other religious.....	21	41	35	3
Nonsectarian.....	8	30	53	9
Type/level[2]				
Elementary.....	19	52	28	1
Secondary.....	11	17	59	13
Combined.....	20	28	43	9
Other.....	12	37	45	6
Sex of teacher				
Male.....	9	24	53	15
Female.....	20	43	34	2
Years of experience				
Less than 5.....	23	55	21	1
5 - 9.....	14	49	36	1
10 or more.....	16	25	49	10
Highest degree				
Less than bachelor's	53	27	19	1
Bachelor's.....	15	47	35	3
Advanced degree.....	16	20	51	12

[1]For full-time teachers with a base salary greater than 0. Includes base salary, additional compensation, and summer salary from their private schools.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Percents may not add to 100 because of rounding.

Table 30.--Total income of full-time private school teachers receiving and not receiving in-kind income, by total salary and school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teachers receiving in-kind income[1]				Teachers not receiving in-kind income[1]	
	Percent	Mean total salary[2]	Mean in-kind income	Mean total income[3]	Percent	Mean total salary[2]
Total.....	23	$15,300	$2,900	$18,200	77	$15,700
Total salary						
$1 - 9,999.....	35	7,000	3,300	10,300	65	7,100
$10,000 - 14,999....	18	12,600	2,300	14,900	82	12,600
$15,000 - 24,999....	22	19,000	2,600	21,600	78	18,700
$25,000 or more.....	26	29,200	4,800	34,000	74	29,200
Orientation						
Catholic.....	15	13,700	2,100	15,800	85	15,300
Other religious.....	34	14,500	2,900	17,400	66	15,000
Nonsectarian.....	27	18,900	3,900	22,800	73	17,700
Type/level[4]						
Elementary.....	15	12,600	2,400	15,000	85	13,900
Secondary.....	29	18,500	4,200	22,700	71	19,100
Combined.....	35	15,400	2,600	18,000	65	17,100
Other.....	20	16,600	2,200	18,700	80	16,600
Sex of teacher						
Male.....	30	19,300	3,900	23,200	70	20,000
Female.....	21	13,500	2,400	15,900	79	14,500
Years of experience						
Less than 5.....	19	13,100	2,700	15,700	81	13,600
5 - 9.....	23	14,300	2,600	16,900	77	15,300
10 or more.....	25	16,800	3,100	19,900	75	17,100
Highest degree						
Less than bachelor's	24	9,900	2,100	12,000	76	11,400
Bachelor's.....	20	14,500	2,600	17,100	80	14,900
Advanced degree.....	28	17,300	3,500	20,800	72	18,400

[1]Full-time teachers with a base salary greater than 0.

[2]Total salary from all sources.

[3]Total salary from all sources plus in-kind income. Figures for mean total salary and mean in-kind income may not add to mean total income because of rounding.

[4]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Teaching and Nonteaching Activities

Teaching is different from many occupations in its requirements on teachers' time. On the one hand, teaching often allows a more flexible schedule, with fewer hours per day specifically scheduled than in many occupations. On the other hand, many duties or additional activities of teachers cannot be performed during normal school hours; besides grading and class preparation, teachers may be involved in counseling, coaching, directing school clubs, or other activities.

In 1985-86, private school teachers spent a mean of 37 hours per week on school-related activities during school hours and 13 hours per week outside of school hours. Some of the most significant activities included 25 hours per week on classroom teaching, 6 hours on grading, 6 hours on class preparation, and 3 hours on monitoring (figure 4).

These statistics are based on information collected from teachers on the amount of time they spent on school-related activities in the last full week of classes. This information was obtained from teachers who had a full-time position at the school with teaching as a primary assignment--86 percent of the estimated 404,000 private school teachers.

Relative Amount of Time Spent on School-Related Activities

Most of teachers' time was spent on classroom teaching and activities directly related to classroom teaching. Classroom teaching itself occupied 52 percent of teachers' time, while class preparation and grading each occupied 12 percent of teachers' time (table 31). Other important activities were monitoring students (5 percent of teachers' time) and administrative activities (4 percent of teachers' time).

An estimated 76 percent of teachers' time on school-related activities was spent during school hours, with classroom teaching consuming the bulk of that time. Of the 24 percent of teachers' school-related time spent outside school hours, grading and class

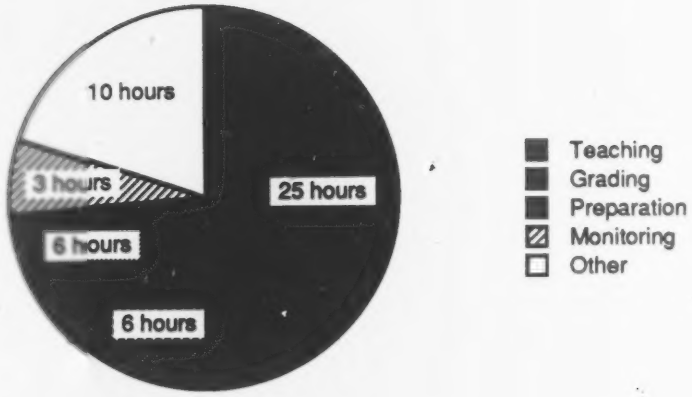

Figure 4.--Mean number of hours per week spent by teachers on school-related activities: United States, 1985-86

Table 31.--Mean percent of private school teachers' time spent on school-related activities for the most recent full week, during school hours, outside of required school hours, and total: United States, 1985-86

School-related activities	Total	During required school hours	Outside of required school hours
Total (mean hours).....	50	37	13
Total (percent).....	100	76	24
Classroom teaching, including activities performed while classes were in session....	52	52	(-)
Tutoring of students outside of regularly scheduled classes, except private tutoring.	2	2	1
Student counseling and guidance.....	2	1	1
Monitoring (e.g., homeroom, study hall).....	5	5	(*)
Reviewing and grading student papers, exams, and projects.....	12	3	9
Class preparation.....	12	4	8
Administrative activities (e.g., staff conferences, recordkeeping).....	4	2	1
Transporting students.....	1	(*)	(*)
Parent conferences.....	1	(*)	1
Coaching athletics.....	2	1	1
Field trips.....	1	(*)	(*)
Advising or directing school clubs and associations.....	1	1	1
Other activity (including free time, lunch)..	5	5	1
Absent for any reason.....	(*)	(*)	(-)

*Less than 1 percent.

-Not applicable.

NOTE.--Data were obtained from full-time employees with teaching as a primary assignment; N=348,000. This includes full-time employees who were teaching full-time (N=336,000) and full-time employees who were teaching less than full-time but reported their primary assignment as teaching (N=12,000). Mean percents are calculated from percents per teacher. Details may not add to totals because of rounding.

preparation each occupied one-third of teachers' time. For both grading and class preparation, teachers spent at least twice as much time outside of school they did during school.

In table 32, the school-related activities have been collapsed into 5 groups: classroom teaching, activities related to classroom teaching (tutoring, grading, class preparation, and administrative activities), monitoring, student counseling and parent conferences, and non-academic activities (coaching athletics, field trips, and advising or directing school clubs or associations). (A few activities did not fit in these categories and are not included in table 32; these are transporting students, absences, and other activities such as free time and lunch.) By many of the standard ways of classifying teachers, there was very little variation among teachers in the relative amount of time spent on different activities. For example, years of teaching experience showed no effect on teachers' distribution of time, with teachers in all categories spending 51-53 percent on classroom teaching. Even when comparing the relative time spent on class preparation, grading, and administration (some of the activities where experience might seem most useful), the differences were insignificant.

A few differences, however, were significant. Men spent 45 percent of their time on classroom teaching and 8 percent on non-academic activities (such as coaching, field trips, and advising or directing school clubs), while women spent 54 percent of their time on classroom teaching and 2 percent on non-academic activities. Elementary school teachers spent 57 percent of their time on classroom teaching and 29 percent on activities related to classroom teaching (such as grading, class preparation, and administrative activities), while secondary school teachers spent 41 percent and 35 percent, respectively. Teachers with advanced degrees spent 48 percent of their time on classroom teaching and 33 percent on activities related to classroom teaching; teachers with less than a bachelor's degree spent 58 percent on teaching and 25 percent on related activities.

Teacher Training and Assignment

Because teachers at private schools are not normally subject to the same certification requirements as those in public schools, it is difficult to know what training private

Table 32.--Mean percent of private school teachers' time spent on selected school-related activities during the most recent full week, by school and teacher characteristics: United States, 1985-86.

School and teacher characteristic	Number of teachers[2] (in thousands)	School-related activities[1]				
		Classroom teaching	Activities related to classroom teaching	Monitoring	Student counseling and parent conferences	Non-academic activities
Total	348	52	30	5	3	4
Orientation						
Catholic	168	53	31	4	3	4
Other religious	103	52	29	6	3	4
Nonsectarian	77	49	32	6	3	4
Type/level[3]						
Elementary	166	57	29	5	2	2
Secondary	70	41	35	6	3	7
Combined	81	50	31	6	3	4
Other	31	53	28	6	4	3
Sex of teacher						
Male	87	45	31	6	3	8
Female	261	54	30	5	3	2
Years of experience						
Less than 5 years	87	51	30	6	3	4
5 - 9 years	93	53	29	5	3	4
10 or more years	168	52	32	5	3	3
Highest degree						
Less than bachelor's	15	58	25	7	3	2
Bachelor's	229	53	29	5	3	4
Advanced degree	104	48	33	5	3	4

[1]School-related activities have been collapsed into 5 major groups, with time during school hours and time outside of school hours combined. Activities related to classroom teaching include tutoring, grading, class preparation, and administrative activities; non-academic activities include coaching athletics, field trips, and advising or directing school clubs or associations. Activities not represented in this table are transporting students, absences, and other activities (such as free time, lunch).

[2]Details may not add to total because of rounding.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Note.--Data were obtained from full-time employees with teaching as a primary assignment; N=348,000. This includes full-time employees who were teaching full-time (N=336,000) and full-time employees who were teaching less than full-time but reported their primary assignment as teaching (N=12,000). Mean percents are calculated from percents per teacher.

teachers have received except through a survey. Therefore, this survey included questions on teachers' majors in college, on the number of credit hours received for various subjects, on additional training taken in 1984-85 (such as in-service training, additional college courses), and on the courses taught (allowing for a comparison of teaching assignments with teacher training). Teachers were typically well educated, and had received most of their college training in the subjects that they taught.

Academic Degrees and Major Field of Undergraduate Degree

About two-thirds (64 percent) of private school teachers held a bachelor's degree, nearly one-third held an advanced degree, and only 5 percent had no degree (table 33). Male teachers (45 percent) were more likely than female teachers (26 percent) to hold an advanced degree. Similarly, teachers with 10 or more years of experience (43 percent) were more likely to hold an advanced degree than those with less experience. In addition, a higher proportion of those teaching in secondary schools (51 percent) held advanced degrees. Some of the gender difference in degree level may be accounted for by the fact that male teachers are more likely than females to teach in secondary schools: 41 percent of all male teachers and 14 percent of female teachers taught in secondary schools (table 23).

The most common major field of study in private school teachers' undergraduate degree programs was education: 51 percent majored in education, and 12 percent had majors both in education and another subject. The remaining 32 percent of teachers with degrees had non-education majors (table 34).

Elementary school teachers were more likely to have majored in education than secondary teachers (60 percent vs. 37 percent), whereas secondary school teachers were more likely to have a non-education major. Proportionately, more females (55 percent) than males (37 percent) majored in education, while a higher proportion of males had non-education majors.

Table 33.--Highest degree earned by private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Number of teachers[1] (in thousands)	Highest degree		
		Less than bachelor's	Bachelor's	Advanced degree
		(Percent of teachers)		
Total.....	404	5	64	31
Orientation				
Catholic.....	185	3	67	30
Other religious....	127	9	64	28
Nonsectarian.....	92	5	59	36
Type/level[2]				
Elementary.....	190	6	74	20
Secondary.....	83	1	48	51
Combined.....	96	8	58	34
Other.....	35	6	63	31
Sex of teacher				
Male.....	97	2	54	45
Female.....	307	6	67	26
Years of experience				
Less than 5.....	100	8	78	13
5 - 9.....	109	5	70	25
10 or more.....	195	4	53	43
Teaching status				
Full-time.....	336	4	66	29
Part-time.....	69	10	52	38

[1]Includes all staff whose duties include some teaching.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals, and percents may not add to 100 because of rounding.

Table 34.--Private school teachers' major field in undergraduate degree program, by selected school and teacher characteristics: United States, 1985-86

School and teacher charcteristic	Number of teachers (in thousands)	Major field of undergraduate degree			
		Education	Other than education	Education and other	No degree
		(Percent of teachers)			
Total	404	51	32	12	5
Orientation					
Catholic	185	54	31	12	3
Other religious	127	50	28	12	9
Nonsectarian	92	45	40	10	5
Type/level*					
Elementary	190	60	22	12	6
Secondary	83	37	53	8	1
Combined	96	45	35	12	8
Other	35	48	33	13	6
Sex of teacher					
Male	97	37	52	10	2
Female	307	55	26	12	6
Years of experience					
Less than 5	100	51	32	8	8
5 - 9	109	52	31	12	5
10 or more	195	50	33	13	4
Teaching status					
Full-time	336	53	30	12	4
Part-time	69	40	42	9	10

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals, and percents may not add to 100 because of rounding.

By teaching field, the proportion of teachers with education majors ranged from 28 percent among foreign language teachers to 53 percent among art and music teachers (table 35). In all fields except foreign languages, 40 percent or more had education majors. The proportion of teachers with non-education majors ranged from 29 percent among art and music teachers to 58 percent among foreign language teachers. Foreign language teachers were more likely than those teaching any other field to have non-education majors. The proportion of teachers with majors in both education and another subject ranged from 6 percent among computer science teachers to 21 percent among business science teachers.

Additional Training

An estimated 53 percent of private school teachers had taken some type of additional training in the 1984-85 school year (table 36). Elementary school teachers and those teaching in other specialized schools were more likely to have had additional training than those in secondary and combined schools. In addition, female teachers were more likely than males to have taken additional training, and full-time teachers took additional training more frequently than part-time teachers.

Among teachers who had taken additional training, 57 percent enrolled in college courses, 50 percent took inservice training, and 20 percent took another type of training (table 36).[5] Teachers with 10 or more years of experience were less likely to take college courses than those with less experience. While male teachers were more likely to enroll in college courses, females were more likely to take inservice training.

Four-fifths of teachers who took additional training did so to maintain and improve their skills (table 37). Relatively few teachers (2 to 7 percent) cited other reasons--acquiring non-teaching credentials, teaching a different subject area, retraining to teach special education, or teaching a different grade level. Teachers at other specialized schools were more likely than

---

[5] Teachers indicated all types of additional training taken. Therefore, percents sum to more than 100.

Table 35.--Private school teachers' major field in undergraduate degree program, by subject taught: United States, 1985-86

Subject taught	Number of teachers* (in thousands)	Major field of undergraduate degree			
		Education	Other than education	Education and other	No degree
		(Percent of teachers)			
Total.....	404	51	32	12	5
Art & music.....	40	53	29	14	4
Biological science.....	26	41	47	11	1
Business science.....	9	40	32	21	7
Computer science.....	12	40	52	6	2
English/language arts....	77	49	37	12	2
Foreign language.....	20	28	58	12	2
Mathematics.....	64	47	39	11	4
Physical science.....	35	40	47	10	3
Social science.....	52	41	42	15	3
General science.....	4	(-)	(-)	(-)	(-)
Self-contained class.....	188	62	18	13	7

*Teachers may teach classes in more than one subject; therefore, the numbers by subject add to more than the total.

-Not reported because there are too few general science teachers for reliable estimates.

NOTE.--Percents may not add to 100 because of rounding.

Table 36.--Private school teachers receiving additional training in the 1984-85 school year and type of training, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teachers receiving training in 1984-85		Type of training		
	Number (in thousands)	Percent	College courses	Inservice	Other[1]
			(Percent of teachers)[2]		
Total.....	215	53	57	50	20
Orientation					
Catholic.....	104	56	55	55	18
Other religious....	60	48	61	50	16
Nonsectarian.....	51	56	56	40	27
Type/level[3]					
Elementary.....	112	59	55	55	18
Secondary.....	39	47	62	37	26
Combined.....	45	47	54	50	19
Other.....	20	56	62	49	22
Sex of teacher					
Male.....	44	45	70	38	17
Female.....	171	56	54	53	20
Years of experience					
Less than 5.....	50	49	67	42	18
5 - 9.....	60	55	62	48	16
10 or more.....	106	54	49	55	23
Teaching status					
Full-time.....	184	55	58	51	19
Part-time.....	31	46	52	45	23

[1]E.g., workshops, seminars.

[2]Based on the number of teachers receiving additional training. Percents do not add to 100 because some teachers took more than one type of training.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 37.--Major purpose of additional training for private school teachers in 1984-85, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Maintain/ improve skills	Acquire non-teaching credentials	Retrain to teach different subject	Retrain to teach special ed	Retrain for different grade level
	(Percent of teachers)[1]				
Total.....	81	7	6	3	2
Orientation					
Catholic.....	82	7	7	2	2
Other religious.....	82	6	5	3	3
Nonsectarian.....	79	6	7	6	2
Type/level[2]					
Elementary.....	82	6	6	3	3
Secondary.....	81	10	7	1	1
Combined.....	85	4	7	2	3
Other.....	69	12	5	11	2
Sex of teacher					
Male.....	79	12	6	1	2
Female.....	82	5	6	4	3
Years of experience					
Less than 5.....	79	7	6	4	4
5 - 9.....	80	7	6	4	3
10 or more.....	83	6	7	2	2
Teaching status					
Full-time.....	82	6	7	3	2
Part-time.....	79	10	3	4	3

[1]Based on the number of teachers receiving additional training. Percents may not add to 100 because of rounding.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

other teachers to cite training for special education as the major purpose of their additional training.

Nearly three-fourths (71 percent) of the teachers who had additional training took it in a substantive field other than education (table 38), while 26 percent took training in special education and 23 percent in other education.[5] Additional training in vocational education was rare (2 percent). Teachers in other specialized schools were more likely to have taken special education training than teachers in elementary, secondary, or combined schools. A higher proportion of male teachers took training in a substantive field, as compared with female teachers.

Education in Areas Taught

The number of earned undergraduate and graduate credit hours in the subjects taught by private school teachers varied considerably (table 39).[6] The proportion of teachers with three credits or less in a subject they were teaching ranged from 5 percent for English/language arts to 51 percent for computer science. The proportion of teachers with 30 or more credits in a subject they were teaching ranged from 5 percent for computer science to 63 percent for foreign languages.

Over three-fourths (79 percent) of foreign language teachers had 13 or more credit hours of foreign language, and 63 percent had 30 credit hours or more. Nearly three-fourths (72 percent) of social science teachers had earned 13 or more credits in social sciences. About two-thirds (69 percent) of English/language arts teachers had earned 13 or more credits in their area. Conversely, in computer science, 81 percent of private school teachers had 12 credit hours or less in computer science. In addition, just over half of mathematics and physical sciences teachers had 12 credits or less in these subjects.

---

[6] Teachers may acquire knowledge in a given subject through mechanisms other than college credit, such as inservice training or non-credit coursework. In addition, teachers may have credits or training in another, closely related field. Thus, earned credits in a given subject alone are not a full measure of the qualifications of teachers in a given subject. Teachers of subject classes (as opposed to teachers of self-contained classes) generally taught grades 7 and above.

Table 38.--Areas of additional training for private school teachers in 1984-85, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Special education	Vocational education	Other education	Non-education[1]
	(Percent of teachers)[2]			
Total	26	2	23	71
Orientation				
Catholic	17	2	27	80
Other religious	27	2	22	63
Nonsectarian	39	1	19	64
Type/level[3]				
Elementary	29	1	27	71
Secondary	5	5	17	89
Combined	11	3	21	75
Other	58	3	18	47
Sex of teacher				
Male	9	5	20	82
Female	29	2	24	69
Years of experience				
Less than 5	33	5	28	66
5 - 9	26	1	26	69
10 or more	21	1	18	75
Teaching status				
Full-time	24	2	22	74
Part-time	37	4	32	52

[1]Includes all areas other than education, e.g., English, computer science, mathematics.

[2]Based on the number of teachers receiving additional training. Percents do not add to 100 because some teachers received training in more than one area.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 39.--Mean number of earned undergraduate and graduate credit hours of private school teachers in subject taught: United States, 1985-86

Subject taught	Teachers teaching the subject		Credit hours*			
	Number (in thousands)	Percent	0 - 3	4 - 12	13 - 29	30+
			(Percent of teachers teaching the subject)			
Art & music.....	40	10	17	26	14	44
Biological science.....	26	6	18	26	11	46
Business science.....	9	2	30	6	17	47
Computer science.....	12	3	51	30	14	5
English/language arts....	77	19	5	26	32	37
Foreign language.....	20	5	8	13	16	63
Mathematics.....	64	16	19	37	16	28
Physical science.....	35	9	25	30	24	21
Social science.....	52	13	6	22	25	47

*In semester hours. Quarter hour categories have been converted to semester hour categories.

NOTE.--Percents may not add to 100 because of rounding.

Of course, many factors in a teacher's training are important besides the number of credits earned in the area being taught. Teachers may take courses in related areas that will prove quite valuable. For example, courses in mathematics or in biological sciences may be useful to a teacher in the physical sciences, and courses in the humanities may be similarly interrelated. Also, a basic assumption in most teacher training is that courses in education are important in learning to communicate the knowledge obtained in specific subject matter courses.

Table 40 displays the educational background in all subjects for five of the most common teaching areas: self-contained classes, English and language arts, mathematics, social sciences, and the sciences (including physical sciences, biological sciences, and general science). To simplify the comparisons, only classes where all students were in grades 1-6 are included in self-contained classes, and only classes where all students were in grades 7-12 are included in the four subject areas. Also, only regular elementary, secondary, and combined schools were included. The table reveals a consistent pattern: for self-contained classes, the area where teachers had the greatest mean number of credits was in general education, followed by English/language arts and social sciences; for the four subject areas, the greatest mean number of credits was in the subject area being taught, followed by general education and social sciences. At least for these four subjects, then, private school teachers received more training in their teaching area than in any other area.

Teaching Courses in Multiple Subject Areas

The teaching of multiple subject areas in grades 7-12 was relatively common in private schools. While most teachers taught only one subject, 38 percent taught at least two different subjects, and 14 percent taught at least three (table 41). Some of the subjects where teaching in multiple subject areas was particularly likely were biological sciences, computer sciences, physical sciences, and general sciences; in each of these subjects, 27 percent or less of the teachers taught only in one subject area. In contrast, the teaching of only one subject was more likely in foreign language, art and music, and business, where 50 percent or more of the teachers taught only one subject.

Table 40.--Mean number of credits taken by teachers in their area of teaching and other areas: United States, 1985-86.

Subject area in undergraduate and graduate coursework	Self-contained classes[1]		English/ language arts[2]		Mathematics[2]		Social sciences[2]		Sciences[2]	
	College credits[3]		College credits[3]		College credits[3]		College credits[3]		College credits[3]	
	13-29	30+	13-29	30+	13-29	30+	13-29	30+	13-29	30+
	(Percent of teachers)									
Education courses										
Special education	5	5	4	4	3	2	2	3	2	2
Vocational education	3	2	2	1	3	2	2	2	2	1
Other education	20	52	31	38	30	39	29	33	29	35
Subject matter courses										
Art and music	12	7	9	6	6	3	8	6	6	4
Biological sciences	9	4	7	3	10	8	6	2	12	39
Business science	3	1	3	1	4	3	3	4	3	1
Computer science	1	*	*	1	5	1	1	*	2	*
English/language arts	38	16	29	47	31	10	33	18	28	10
Foreign language	9	4	15	10	12	3	12	7	9	2
Mathematics	12	3	8	3	18	43	6	1	18	11
Physical sciences	6	2	5	3	13	12	5	1	27	22
Social sciences	27	15	29	22	27	17	21	58	26	14
Other	19	18	23	19	19	22	21	20	17	21

[1]Includes only classes where all students are in grades 1-6.

[2]Includes only classes where all students are in grades 7 or above.

[3]The number of college credits refers to the subject areas on the left. For example, 3 percent of mathematics teachers had 13-29 credits in special education, 2 percent had 30 or more credits, and the remainder had 12 or less.

NOTE.--Only data from regular elementary, secondary, and combined schools are included. Data from other schools (primarily special education and alternative) are not included.

Table 41.--Percent of teachers teaching in multiple subject areas for grades 7 and above, by subject area taught: United States, 1985-86.

Subject area taught	Number of teachers (in thousands)	Number of subject areas taught						
		1	2	3	4	5	6	7
Total	201	62	24	8	4	1	(*)	(*)
Art and music	27	57	15	12	8	5	2	2
Biological sciences	22	21	32	20	16	7	1	2
Business science	9	50	27	6	8	1	1	5
Computer science	10	20	48	14	5	10	3	1
English/language arts	53	41	33	15	6	3	2	1
Foreign language	18	64	23	8	2	(*)	0	3
Mathematics	44	36	30	15	12	5	2	1
Physical sciences	27	21	37	20	13	7	2	*
Social sciences	38	39	31	15	8	3	2	2
Vocational education	4	34	29	17	15	4	1	0
General science	2	9	35	12	38	3	3	0
Other	66	41	30	16	8	3	1	*

*Less than 1 percent.

NOTE.--Because some teachers teach more than one subject, the numbers by subject add to more than the total and the percents in the top row are not an average of the percents in the remaining rows.

Class Size and Homework Assignments

Data obtained from teachers included information about the subjects they taught, the number of students in each of their classes, and the amount of homework they assigned in each class. For purposes of analysis, teachers were divided into those who taught self-contained classes (multiple subjects taught to the same group of students for all or most of the daily session) in grades 1-6 and those who taught subject matter classes in grades 7-12.

Class Size

The mean class size reported by teachers in self-contained classes was 18. In grades 1-3, mean class size varied by orientation, instructional level of the school, and size of enrollment. For grades 1-3, mean class size in elementary schools was greater (21 pupils) than in combined elementary/secondary schools (13 pupils) (table 42). Classes were larger in nonsectarian schools (a mean of 24 pupils) than in Catholic schools (20) and other religious schools (17).

In grades 4-6 this pattern changed; teachers in nonsectarian schools reported mean class size of 15, compared with 18 in other religious schools and 20 in Catholic schools. Combined schools continued to provide smaller classes than elementary schools.

The mean class size was fairly consistent among subject matter classes, ranging from 21 for mathematics classes to 24 for social science classes (table 43). Teachers in Catholic schools reported larger subject matter classes than their counterparts in other religious and nonsectarian schools. In Catholic schools, mean class size ranged from 27 in English, mathematics, and sciences to 29 in social sciences. In contrast, teachers in other religious schools reported mean class sizes ranging from 15 pupils in mathematics to 19 pupils in science. The smallest mean class sizes were reported by teachers in nonsectarian schools who reported teaching classes of between 14 and 17 students.

Table 42.--Mean class size and mean hours of homework per week in self-contained classes in grades 1-6 in regular private schools, by grade and by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Self-contained classes			
	Grades 1-3		Grades 4-6	
	Class size	Homework assigned	Class size	Homework assigned
Total	18	2.5	18	4
Orientation				
Catholic	20	1.5	20	4.5
Other religious	17	2.5	18	3.5
Nonsectarian	24	3	15	2.5
Type/level*				
Elementary	21	2.5	19	3.5
Combined	13	2	16	4
Years of operation				
10 or less	15	2	19	3
11-24	17	3	17	4
25 or more	21	2.5	19	4
Size				
1-49	9	1.5	14	3.5
50-149	18	3	19	4
150-299	23	2	21	3
300-599	34	1.5	16	.5
600 or more	0	0	25	2
Highest academic degree				
Less than bachelor's	15	3	16	2
Bachelor's	19	2.5	19	4
Advanced degree	20	2	16	3.5
Years of experience				
Less than 5	16	2.5	17	3.5
5-9	19	2.5	19	4.5
10 or more	20	2	20	3
Teaching status				
Full-time	18	2.5	18	4
Part-time	20	.5	17	2
Sex				
Male	18	3.5	17	5.5
Female	18	2.0	19	3

*Elementary and combined are regular schools; data from regular secondary and other schools (primarily special education and alternative) are not included.

NOTE.--Teachers reported the hours of homework assigned for the last full week to the nearest half hour.

Table 43.--Mean class size and mean hours of homework per week in subject matter classes in grades 7 - 12 in regular private schools, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Private school subject matter classes in grades 7 - 12 for							
	English/language arts		Mathematics		Social sciences		Sciences	
	Class size	Homework assignment	Class size	Homework assignment	Class size	Homework assignment	Class size	Homework assignment
Total	22	2.5	21	2.5	24	2.5	23	2.5
Orientation								
Catholic	27	2.5	27	2.5	29	2.5	27	2.5
Other religious	17	2.5	15	2.5	18	2.5	19	2
Nonsectarian	15	3.5	14	3	17	3	17	3
Type/level*								
Elementary	24	2	24	2.5	26	2.0	27	2
Secondary	25	3	25	3	27	3	25	3
Combined	16	3	14	2.5	17	3	18	2.5
Years of operation								
10 or less	15	2.5	15	2	17	2.5	19	2
11-24	24	3	22	3	25	2.5	24	2.5
25 or more	23	2.5	22	2.5	24	3	23	2.5
Size								
1-49	7	2	8	2.5	10	2.5	12	3
50-149	13	3	12	3	13	2.5	14	2
150-299	18	2.5	17	2.5	20	2.5	18	2
300-599	23	2.5	21	3	23	3	24	2.5
600 or more	28	2.5	27	2.5	28	3	26	2.5
Highest academic degree								
Less than bachelor's	21	1.5	11	3.5	18	2.5	17	2
Bachelor's	23	2.5	22	2.5	25	2.5	23	2.5
Advanced degree	22	3	22	2.5	22	3	24	2.5
Teaching experience								
Less than 5	21	2.5	20	2.5	22	2.5	21	2.5
5-9	21	2.5	21	3	23	2.5	23	2
10 or more	24	2.5	22	2.5	24	2.5	24	2.5
Teaching status								
Full-time	23	2.5	22	2.5	24	2.5	23	2.5
Part-time	19	3	17	2.5	19	3	19	2.5
Sex								
Male	22	2.5	21	3	23	3	23	2.5
Female	23	2.5	22	2.5	24	2.5	24	2.5

*Elementary, secondary, and combined are regular schools; data from other schools (primarily special education and alternative) are not included.

NOTE.--Teachers reported the hours of homework assigned for the last full week to the nearest half hour.

Combined schools, which tended to be smaller schools in general, also reported small classes; for example, mathematics classes in combined schools averaged 14 students, while mathematics classes in elementary and secondary schools averaged 24 and 25 students respectively.

Homework in Self-Contained Classes

In self-contained classes, the amount of homework[7] per week assigned by teachers differed between teachers who taught grades 1-3 and teachers in grades 4-6, with homework assignments increasing between grades 1-3 and 4-6. While private school students could expect to receive, on the average, 2.5 hours of homework per week in grades 1-3, they could expect to receive 4 hours in grades 4-6 (table 42).

Weekly homework assignments varied by orientation and the instructional level of the school in which the teacher taught. In grades 1-3, homework assignments in nonsectarian schools were twice that of assignments in Catholic schools (a mean of 3 hours compared to 1.5). Teachers in other religious schools also assigned more homework than Catholic school teachers in these grades.

In grades 4-6, the mean homework assignment for the week was 4 hours, 60 percent more than in grades 1-3. At this level, teachers in Catholic schools, who assigned the least amount of homework in grades 1-3, reported the largest homework assignments. Catholic school teachers assigned a mean of 4.5 hours of homework per week, compared with 3.5 hours assigned in other religious schools and 2.5 in nonsectarian schools.

Some differences were found across teacher characteristics. In grades 1-3, the higher the degree of the teacher, the less homework was assigned. In grades 4-6, teachers with at least a bachelor's assigned more homework than those with no degree. (In all self-contained

---

[7] Teachers were instructed to report the amount of homework assigned for the last full week to the nearest half hour.

classes in grades 1-6, full time teachers assigned more homework than part time teachers, and male teachers assigned almost twice as much homework as their female counterparts.)

Homework in Subject Matter Classes

Mean homework assignments were obtained for the following subject matter classes in grades 7-12: English/language arts, mathematics, social sciences, and sciences (physical, biological, and general).

Overall, the mean homework assignment was the same (2.5 hours per week) for all subjects (table 43). In nonsectarian schools, the mean homework assignment for a typical week ranged from 3.5 hours in English/language arts classes to 3 hours in mathematics. In Catholic schools, the mean homework assignment was 2.5 hours in all subjects, and in other religious schools it was 2.5 in English, mathematics, and social sciences and 2 hours in sciences.

Less homework was assigned by teachers who taught subject matter classes in elementary schools than those who taught such classes in secondary and combined schools. This might be expected since subject matter teachers in elementary schools would have only seventh and eighth grade students, while combined and secondary schools also taught higher grades. Elementary teachers assigned a mean of 2 hours per week in all subjects, except mathematics (2.5 hours). Secondary teachers in private schools assigned 3 hours for all classes, while combined schools assigned 3 hours in English and social studies and 2.5 hours in mathematics and science on average.

Homework assignments in subject matter classes showed no consistent differences by teacher characteristics, although there were differences within subjects. In English/language arts, the amount of homework assigned was positively related to the highest academic degree held by the teacher. English teachers with less than a bachelor's degree assigned less homework, (1.5 hours) on average, than teachers with bachelor's degrees (2.5 hours) and those with an advanced degree (3 hours).

While part-time teachers in self contained classes assigned less homework than full time teachers, in subject matter classes, the weekly homework assignment of part-time teachers equaled that of full-time teachers.

Attitudes of Private School Teachers

The survey obtained attitudes of private school teachers through two items. In the first item, private school teachers were asked to rank order the following eight goals for students according to their importance:

- Basic literacy skills (reading, math, writing, speaking);
- Academic excellence, or mastery of the subject matter of the course;
- Citizenship (understanding institutions and public values);
- Specific occupational skills;
- Good work habits and self-discipline;
- Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge);
- Human relations skills (cultural understanding, getting along with others); and
- Moral or religious values.

Ranks of "1" (most important) and "2" (next most important) have been combined as an index of "very important" goals.

The second attitude item obtained teachers' agreement or disagreement (on a 6-point scale) with 16 statements relating to their schools, administrators, fellow teachers, and students. Ratings of "1," "2," and "3" have been combined to indicate disagreement with the statement, while ratings of "4," "5," and "6" have been combined to indicate agreement.

Educational Goals for Students

Teaching basic literacy skills was considered very important (ranks of "1" or "2") by 48 percent of private school teachers (table 44), followed closely by moral or religious values (43 percent) and personal growth and fulfillment (40 percent). Relatively few teachers considered these goals as unimportant (ranks of "7" or "8"): 18 percent for moral or religious values, 9 percent for basic literacy skills, and 5 percent for personal growth.

About one-fourth of private school teachers ranked good work habits and self-discipline (28 percent) and academic excellence (22 percent) among the two most important goals for students, and 14 percent believed that human relations skills were very important. Only a few teachers considered citizenship (3 percent) or specific occupational skills (2 percent) as very important goals, and many considered them unimportant (46 and 86 percent, respectively).

Teachers' perceptions of the importance of these educational goals varied somewhat by the religious orientation and instructional level of their schools and by sex of teacher, but generally not by years of teaching experience (table 45). Moral or religious values were rated among the top two goals more frequently by teachers in religiously-oriented schools (Catholic or other religious) than by teachers in nonsectarian schools. Teachers in nonsectarian schools were more likely than those in religiously-oriented schools to rank the following goals as very important:

- Personal growth;
- Good work habits and self-discipline; and
- Human relations skills.

Teachers in regular elementary, secondary, or combined schools ranked moral or religious values among the top two goals more frequently than teachers in other specialized schools, while teachers in other specialized schools ranked both personal growth and human

Table 44.--Private school teachers' rankings of eight educational goals for students: United States, 1985-86

Educational goal	Percent of teachers ranking each goal as							
	Most important 1	2	3	4	5	6	7	Least important 8
Basic literacy skills.....	29	19	13	11	11	8	6	3
Academic excellence.....	10	12	12	12	13	17	17	7
Citizenship.....	(*)	2	4	8	14	25	37	9
Specific occupational skills.....	1	1	1	2	3	6	17	69
Good work habits and self-discipline..	8	20	24	22	16	8	3	(*)
Personal growth and fulfillment.....	18	22	17	15	14	8	4	1
Human relations skills.....	3	11	18	20	22	17	8	2
Moral or religious values...,.....	31	12	11	10	9	10	9	9

*Less than 1 percent.

NOTE.--Percents are based on 404,000 teachers. Percents may not add to 100 because of rounding.

Table 45.--Percent of private school teachers ranking goals for students as very important ("1" and "2" out of 8), by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teacher		Goals for students[1]							
	Number (in thousands)	Percent of teachers	Basic literacy skills	Academic excellence	Citizenship	Specific occup. skills	Good work habits and self-discipline	Personal growth	Human relations skills	Moral or religious values
Total	404	100	48	22	3	2	28	40	14	43
Orientation										
Catholic	185	46	49	20	2	1	26	40	13	49
Other religious	127	31	47	21	2	1	24	33	10	60
Nonsectarian	92	23	48	28	4	3	37	50	21	8
Type/level[2]										
Elementary	190	47	52	15	2	1	26	41	13	50
Secondary	83	20	41	33	4	2	31	36	14	39
Combined	96	24	48	29	4	1	27	33	11	47
Other	35	9	44	16	2	3	34	62	27	12
Sex of teacher										
Male	97	24	43	31	5	2	28	34	15	42
Female	307	76	50	19	2	1	28	42	13	44
Years of experience										
Less than 5 years	100	25	54	19	2	2	28	42	15	38
5-9 years	109	27	49	21	3	1	28	40	13	45
10 or more years	195	48	45	24	3	2	28	39	14	45

[1]Percents do not add to 100 because of combining two categories.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

relations skills as very important more frequently than teachers in regular schools.[8] Elementary school teachers were more likely than secondary teachers to rank basic literacy skills among the top two goals, however, secondary teachers were more likely than elementary teachers to view academic excellence as very important.

Male teachers tended to rank academic excellence more highly than female teachers, while proportionately more female than male teachers ranked basic literacy skills and personal growth as very important.[9]

Teachers' Opinions

In general, private school teachers had positive attitudes about their schools, administrators, fellow teachers, and students. For each statement, 75 percent or more of the teachers responded in a positive direction--agreeing with positive statements and disagreeing with negative statements (table 46). For the following seven items, 85 percent or more of the teachers responded positively:

- Staff members maintain high standards of performance for themselves (93 percent agreed);
- The amount of student tardiness and class cutting in this school interferes with my teaching (89 percent disagreed);
- There is a great deal of cooperative effort among staff members (88 percent agreed);
- The level of student misbehavior and/or drug or alcohol use in this school interferes with my teaching (86 percent disagreed);

---

[8] The similarity between these findings and those by religious orientation may result in part from the relationship between these two school characteristics. Between 85 and 89 percent of regular elementary, secondary, and combined schools were religiously oriented, whereas 74 percent of other specialized schools were nonsectarian.

[9] The differences by sex of teacher may be related to instructional level: 41 percent of all male teachers taught in secondary schools compared with 14 percent of female teachers.

Table 46.--Percent of private school teachers agreeing or disagreeing with various statements relating to their schools: United States, 1985-86

School-related statement	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Positive direction*
Staff members in this school generally don't have much school spirit.....	38	27	15	11	6	3	79
Most of my colleagues share my beliefs and values about what the central mission of the school should be.....	4	6	7	13	34	36	83
The level of student misbehavior and/or drug or alcohol use in this school interferes with my teaching.....	54	25	7	7	4	3	86
The principal does a poor job of getting resources for this school.....	50	25	10	7	4	4	85
The amount of student tardiness and class cutting in this school interferes with my teaching.....	64	19	6	6	3	2	89
The principal knows what kind of school he/she wants and has communicated it to the staff.....	4	5	6	10	26	48	84
The administration knows the problems faced by the staff.....	5	7	8	16	29	34	80
The school administration's behavior toward the staff is supportive and encouraging.....	4	5	7	13	27	43	84
Necessary materials are readily available as needed by the staff.....	4	5	8	16	29	38	83
The teachers and administration are in close agreement on school discipline policy.....	4	5	7	15	34	34	84
The attitudes and habits my students bring to my class greatly reduce their chances for academic success....	32	31	11	12	9	5	74
There is a great deal of cooperative effort among staff members.....	2	3	6	15	33	41	88
Staff members maintain high standards of performance for themselves.....	1	2	3	13	40	40	93
This school seems like a big family, everyone is so close and cordial.....	3	6	10	23	31	27	81
The principal lets staff members know what is expected of them.....	3	5	7	14	33	38	85
The principal is interested in innovation and new ideas.....	4	4	7	16	30	40	85

*Percent of teachers who agreed with positive statements and who disagreed with negative statements. Calculated using unrounded figures, reported rounded to the nearest percent.

NOTE.--Percents are based on 404,000 teachers. Percents may not add to 100 because of rounding.

- The principal does a poor job of getting resources for this school (85 percent disagreed);
- The principal lets staff members know what is expected of them (85 percent agreed); and
- The principal is interested in innovation and new ideas (85 percent agreed).

Since there was general agreement on the opinion items, there were few differences by school or teacher characteristics. However, the percent of teachers who indicated strong agreement ("6") or disagreement ("1) showed some consistent differences; tables 47, 48, and 49 show selected opinion items by school and teacher characteristics. In general, elementary school teachers tended to be more positive than secondary school teachers, with such differences occurring for 14 of the 16 items. The two items without significant differences between elementary and secondary school teachers were:

- The level of student misbehavior and/or drug or alcohol use in this school interferes with my teaching (table 47) and
- Necessary materials are readily available as needed by the staff (not shown in tables).

In addition, female teachers responded more positively than male teachers on most of the opinion items. Teaching experience was related to attitudes regarding student misbehavior (or drug and alcohol use) and student tardiness interfering with teaching: a larger proportion of teachers with 10 or more years of experience strongly disagreed with these statements compared with teachers with less than 5 years of experience (table 47).

Table 47.--Percent of private school teachers who strongly disagreed with selected opinion statements regarding students, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Student misbehavior and/or drug and alcohol use interferes with my teaching	Student tardiness and class cutting interferes with my teaching	Students' attitudes and habits greatly reduce chances for academic success
Total.....	54	64	32
Orientation			
Catholic.....	58	70	32
Other religious....	54	60	31
Nonsectarian.....	49	55	34
Type/level*			
Elementary.....	58	72	38
Secondary.....	53	55	25
Combined.....	55	60	30
Other.....	36	46	24
Sex of teacher			
Male.....	46	50	23
Female.....	57	68	35
Years of experience			
Less than 5.....	41	58	28
5 - 9.....	57	64	32
10 or more.....	60	66	35

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 48.--Percent of private school teachers who strongly agreed with selected opinion statements regarding principals, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Principal lets staff know what is expected of them	Principal is interested in innovation and new ideas	Administrations' behavior toward staff is supportive and encouraging
Total.....	38	40	43
Orientation			
Catholic.....	39	38	43
Other religious....	39	42	49
Nonsectarian.....	35	40	36
Type/level*			
Elementary.....	43	44	47
Secondary.....	27	27	33
Combined.....	36	37	44
Other.....	40	50	46
Sex of teacher			
Male.....	27	28	35
Female.....	42	43	46
Years of experience			
Less than 5.....	37	41	44
5 - 9.....	36	36	42
10 or more.....	40	41	44

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 49.--Percent of private school teachers who strongly agreed with selected opinion statements regarding teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teachers and administration are in close agreement on school discipline policy	Staff members maintain high standards of peformance for themselves	There is a great deal of cooperative effort among staff members
Total.....	34	40	41
Orientation			
Catholic.....	32	37	39
Other religious....	41	41	44
Nonsectarian.....	29	43	39
Type/level*			
Elementary.....	38	44	44
Secondary.....	21	27	27
Combined.....	37	41	43
Other.....	39	43	45
Sex of teacher			
Male.....	24	31	29
Female.....	38	42	44
Years of experience			
Less than 5.....	36	36	40
5 - 9.....	34	39	40
10 or more.....	34	42	41

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

APPENDIX I

SURVEY METHODOLOGY

APPENDIX I

Survey Methodology

The data presented in this report are estimates from the 1985-86 Private School Study conducted by Westat, Inc. under contract with the Center for Education Statistics (CES). Westat's Project Director was J. Michael Brick, and the Assistant Project Director was Lucinda Gray. Report preparation was coordinated by Elizabeth Farris; the authors of this report were Sheila Cabrero-Heaviside, Bradford Chaney, Mary Collins, and Elizabeth Farris. The CES Project Officer was Jeffrey Williams.

The study was a multi-stage probability sample of private schools across the United States done in conjunction with a survey of library and media centers. The first stage was the sampling of 75 areas, consisting of counties or groups of contiguous counties, with probabilities proportional to the square root of the population in the area. The second stage was the selection of schools within the sampled areas with probabilities proportional to the square root of enrollment. The third and final stage was the sampling of teachers within the sampled schools. The schools within the areas were drawn from lists of schools created in the same sample areas for the 1983 Private School Survey. Since the lists were not updated, schools established after 1983 were not generally eligible for sampling. The estimates for the 1985-86 Study are valid for teachers in schools that were in existence in 1983.

Of the 1,700 private schools sampled, 313 schools were determined to be outside the scope of the survey. Many of these schools had either closed or only served children below the first grade level. In addition to this restriction, a school was not considered in-scope unless it had a school day of at least 4 hours, was in session for at least 160 days per year, was located in a place other than a private home, and was privately administered.

A total of 1,174 school questionnaires were obtained from the 1,387 in-scope schools, resulting in an overall response rate of 85 percent. The data were collected by mail

with telephone followups to increase the response rates. The response rate was over 90 percent in Catholic schools and about 80 percent in all the other schools.

On average, about 5 teachers were selected from each sampled school. A maximum of 10 teachers were selected from any one school. The school principal and librarian were not eligible for sampling even if they did some teaching because they were the planned respondents for the school and library questionnaires. Responses were obtained from 5,295 teachers, which translates into an overall response rate of 76 percent including all levels of nonresponse.

Sampling Variability and Nonsampling Errors

National estimates were constructed by weighting the responses to the questionnaires from the sample schools and teachers. Since the estimates were obtained from samples of schools and teachers, they are subject to sampling variability. An estimate of the magnitude of sampling variability is the coefficient of variation, which is the standard error of the estimate expressed as a percent of the estimate. The standard error of an estimate is a measure of the variability between the values of the estimate calculated from different samples and the value of the statistic in the population.

The interval from two standard errors below the estimate to two standard errors above the estimate includes the average of all possible samples in about 95 percent of all possible samples. This is called a 95 percent confidence interval. For example, the estimated number of private secondary schools is 2,400; its coefficient of variation is 7.2 percent; and the standard error is 170 (2,400 times .072). A 95 percent confidence interval for this statistic extendes from 2,400 - 2(170) to 2,400 + 2(170), or from 2,100 to 2,700 schools. Another example, the estimated percent of private school teachers with a bachelor's degree is 64 percent; its coefficient of variation is 2.4 percent; and the standard error is 1.5 percent (64 percent times .024). A 95 percent confidence interval for this statistic extends from 64 - 2(1.5) to 64 + 2(1.5), or from 61 to 67 percent.

Estimates of the standard errors for the estimates were computed using a balanced half sampling technique, known as balanced repeated replications. Comparisons cited in the text are significant at the 95 percent confidence level. Some representative statistics and their estimated coefficients of variation are included in tables A and B.

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to determine how to estimate the sampling variability of an estimate, nonsampling errors are not easy to measure and usually require either an experiment to be conducted as part of the data collection procedure or use of data external to the study. Such studies are part of an ongoing effort to quantify problems in the data and to correct data collection procedures to eliminate or minimize biases that may enter the estimates. Separate reports on sources and measures of nonsampling error will be issued.

Data Comparability

There are three sets of national estimates available for private school enrollment and number of schools:

1. Data from the 1985-86 CES private school survey obtained from the 1983-84 private school frame, adjusted for growth,
2. Data from the 1985-86 CES private school survey obtained from the 1983-84 private school frame, unadjusted for growth from 1983-84 to 1985-86, and
3. Enrollment estimates from the 1986 Current Population Survey (CPS), collected and published by the Bureau of the Census.

In addition, there are some estimates of enrollment and schools prepared by associations for the schools they represent, e.g., estimates of the number of Catholic schools are available from the National Catholic Educational Association (NCEA).

This publication presents only estimates from the first and second data sets listed above. The 1987 Digest of Education Statistics will present enrollment figures and estimates of number of schools that come from the second data set, adjusted for growth between 1983-84 and 1985-86. The Digest and other Center publications like the Condition of Education, 1986 Edition, also use the CPS figures. The CPS estimates are used primarily by the Center for its projections, since the CPS data represent a more uniform time series than the data collected by the Center.

Table A.--Coefficients of variation for selected items from the school questionnaire

Item	Estimate	Coefficient of variation
Number of private schools		
All schools	25,600	5.1
Catholic schools	9,900	5.5
Secondary schools	2,400	7.2
Schools charging more than $2,500 tuition	4,400	23.9
Number of private schools with grades 10, 11 or 12		
All schools	7,800	9.1
Catholic schools	1,800	11.3
Schools with 150 to 299 pupils	1,300	16.0
Number of pupils in		
All private schools	5,982,000	6.1
Other religious schools	1,526,000	9.4
Elementary schools	3,343,000	6.6
Schools charging $1,001 to $1,500 tuition	1,613,000	10.1
Number of 1985 high school graduates in		
All private schools	379,000	8.7
Nonsectarian schools	47,000	22.2
Combined schools	56,000	14.8
Percent of schools		
Other religious schools	42	6.8
Elementary schools	60	3.5
Schools with less than 50 pupils	16	13.4
Percent of pupils in		
Catholic schools	60	3.7
Secondary schools	22	7.1
Schools with 50-149 pupils	15	13.2
Percent of graduates applying to college		
All private schools	80	5.7
Catholic schools	81	6.8
Schools with 50 to 149 pupils	71	9.4
Mean pupil per teacher ratio		
All private schools	17	4.5
Catholic schools	21	3.2
Secondary schools	17	6.2
Mean enrollment		
All schools	234	3.7
Other religious schools	142	5.7
Elementary schools	218	5.2

Table B.--Coefficients of variation for selected items from the teacher questionnaire

Item	Estimate	Coefficient of variation
Number of private school teachers		
In all schools	404,000	6.7
In other religious schools	127,000	9.2
In elementary schools	190,000	7.4
In schools with 50-149 pupils	81,000	12.9
In schools in operation 10 years or less	48,000	12.3
In schools charging $1,501 to $2,500 tuition	75,000	9.5
Male teachers	97,000	7.6
Female teachers	307,000	7.0
Hispanic teachers	12,000	47.0
Teachers with an advanced degree	124,000	9.9
Full-time teachers	336,000	6.2
Percent of private school teachers		
In Catholic schools	46	5.9
In combined schools	24	7.7
Male teachers	24	4.5
Female teachers	76	1.4
White teachers	92	2.1
Black teachers	4	24.0
Male teachers in elementary schools	10	8.7
Hispanic teachers in schools in operation 25 or more years	2	33.7
Teachers with a bachelor's degree	64	2.4
Teachers with an advanced degree in schools with 600 or more pupils	45	5.5
Teachers with 5 to 9 years experience in schools charging $1,001 to $1,500 tuition	27	10.2
Full-time teachers in secondary schools	81	1.5
Part-time teachers in schools in operation 11 to 24 years	20	11.0

APPENDIX II
SCHOOL AND TEACHER QUESTIONNAIRES

DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208
CENTER FOR STATISTICS

NATIONAL SURVEY OF PRIVATE SCHOOLS, 1985-86

SCHOOL QUESTIONNAIRE

FORM APPROVED
O.M.B. NO.: 1850-0515
EXPIRATION DATE: 11/30/86

THIS REPORT IS AUTHORIZED BY LAW *(20 U.S.C. 1221e-1)*. WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

Affix Label Here

IF ANY OF THE INFORMATION PRINTED ON THE LABEL ABOVE IS INCORRECT, PLEASE ENTER NECESSARY CORRECTIONS BELOW.

NAME		
ADDRESS		
CITY	STATE	ZIP CODE

RETURN COMPLETED FORM TO:

WESTAT, Inc.
1650 Research Boulevard
Rockville, Maryland 20850

NAME OF PERSON COMPLETING THIS FORM	TELEPHONE NUMBER

PLEASE NOTE: Unless otherwise specified, all questions refer to the 1985-86 school year.

1.

Name of the county in which this school is located

2. Is this school affiliated with an organized religious group? *(Check one box below)*

1 ☐ Yes — If yes, check the appropriate denomination listed below.

2 ☐ No — But this school has a religious orientation in its operation and curriculum. If possible, identify and check an appropriate denomination or group below.

3 ☐ No — This school is secular; any religious orientation or influence is tangential or incidental. *(Go on to Question 3.)*

1 ☐ Amish
2 ☐ Assembly of God
3 ☐ Baptist
4 ☐ Calvinist
5 ☐ Church of Christ
6 ☐ Disciples of Christ
7 ☐ Episcopal
8 ☐ Friends
9 ☐ Islamic
10 ☐ Jewish
11 ☐ Latter Day Saints
12 ☐ Lutheran
13 ☐ Mennonite
14 ☐ Methodist
15 ☐ Presbyterian
16 ☐ Roman Catholic
17 ☐ Seventh Day Adventist
18 ☐ Other, Specify _____
19 ☐ Christian — No Specific Affiliation

3. How would you classify this school by program type? *(Check only one box below.)*

1 ☐ Regular elementary/secondary
2 ☐ Special education *(serves handicapped students only)*
3 ☐ Vocational/technical *(serves only students being trained for occupations)*
4 ☐ Alternative *(offers a nontraditional curriculum designed to meet student needs that cannot be met in regular schools.)*

4. Check each grade in which instruction is offered in this school, whether or not there are any pupils enrolled in that grade. In the second line of boxes, please enter the actual number of pupils enrolled in that grade. If this is an ungraded school, report on the basis of the grades usually corresponding to the ages of the pupils attending.

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Instruction Offered — Check (✓)																
Enrollment — Fall 1985																

5. What is the estimated percentage of students attending this school who are members of a minority group? Minority groups include: American Indian or Alaska Native, Asian or Pacific Islander, Black and Hispanic. *(Check box for appropriate percentage below.)*

1 ☐ None
2 ☐ Less than 5%
3 ☐ 5-14%
4 ☐ 15-24%
5 ☐ 25-49%
6 ☐ 50-74%
7 ☐ 75-89%
8 ☐ 90% or more

6. Enter in each of the following categories the number of TEACHERS (head count) regularly assigned to this school on or about October 1, 1985. (*Exclude* teachers paid by public agencies, itinerant teachers, unpaid volunteers, and teacher aides):

	Number of Teachers
a. Persons assigned a full-time position at this school whose primary assignment is teaching	_____
b. All other persons assigned full- or part-time at this school whose duties include some teaching	_____
c. **Total Teachers: sum of 6a and 6b**	_____

7. Enter in columns A-C the number of full-time teachers (item 6a) at each salary level. When determining salary level, *exclude* the value of income-in-kind (e.g., housing, meals, transportation, reduced tuition rates for family members) received in addition to or in lieu of salary.

Column A: *Enter the total number of full-time teachers at each salary level.*

Column B: *Enter the total number of full-time teachers who receive income-in-kind, at each salary level.*

Column C: *Enter the number of full-time teachers who receive each type of income-in-kind, at each salary level.*

Annual salary paid excluding income-in-kind	NUMBER OF FULL-TIME TEACHERS						
	A.	THOSE WHO RECEIVE INCOME-IN-KIND					
		B.	C. NUMBER WHO RECEIVE:				
	Total full-time teachers	Total receiving income-in-kind	Housing	Meals	Trans-portation	Family member tuition	Other
a. No salary paid							
b. Less than $5,000							
c. $5,000 to $9,999							
d. $10,000 to $12,499							
e. $12,500 to $14,999							
f. $15,000 to $17,499							
g. $17,500 to $19,999							
h. $20,000 to $24,999							
i. $25,000 or more							

8. Enter the full-time equivalent (F.T.E.) number of persons employed at this school in each of the assignment categories listed below.

Note definition: One full-time equivalent equals the amount of time one person would spend serving full-time in an assignment. For example, if a person were assigned full-time to a teaching position, you would add 1.0 to the classroom teacher category. If, however, a person served half-time as a teacher and half-time as a counselor, you would add 0.5 to the teacher category and 0.5 to the guidance counselor category. Report totals to the nearest one-tenth.

ASSIGNMENT	F.T.E.
a. Principals and assistant principals	.
b. Teachers	.
1. Paid by the private school	.
2. Paid by public agencies (i.e. to implement legislated programs)	.
c. Guidance counselors	.
d. Librarians and other professional media staff	.
e. Other professional staff (e.g., curriculum specialists, administrative and business staff, social workers, etc.)	.
1. Paid by the private school	.
2. Paid by public agencies (i.e. to implement legislated programs)	.
f. Teacher aides (paraprofessionals who assist teachers)	.
g. Nonprofessionals (secretaries, janitors, bus drivers, etc.)	.

9. Do any unpaid volunteers provide services for this school?

1 ☐ Yes — If yes, please enter the numbers of such volunteers who worked or will work in each of the activities listed in **a-f** below. Separate those volunteers who are also students at this school from those who are not.

2 ☐ No — If no, skip to item 10

	NUMBER OF VOLUNTEERS	
	Students at this school	**Persons who are not students at this school**
a. *Instructional Support* (e.g. tutoring, grading papers, science lab monitoring, conducting rote exercises)	_____	_____
b. *Guidance Support* (e.g. career and college counseling, health and drug awareness)	_____	_____
c. *Extracurricular Support* (e.g. athletics, clubs, trips, newspaper, library)	_____	_____
d. *Management/Advisory Support* (e.g. citizen advisory group organized through school, computerization of schedules)	_____	_____
e. *Clerical Support*	_____	_____
f. *Other Types of Support* (e.g. monitoring cafeterias, playgrounds, etc.)	_____	_____

10. Does this school charge tuition? (Check yes or no)

1 ☐ Yes — If yes, complete **a** and **b** below

2 ☐ No — If no, skip to item 11

a. Does your school have any policy for modifying or discounting tuition rates (e.g., on the basis of additional students from the same family, financial need, church membership, etc.)

1 ☐ Yes

2 ☐ No

b. What is the highest scheduled or published annual tuition *charged for a full-time student, not including boarding fees,* based upon the rate charged the first child in a family? (If your tuition varies by grade level or program, list each applicable grade span or program in the first column and the amount charged opposite it in the second column.)

Grade span/program	Annual tuition

11. For each of the programs and services listed below, please indicate:

Column A — Program or service provided: check whether or not the program or service is available to students in this school (regardless of funding source), and, if yes, answer both B and C.

Column B — Provided by: if column A is checked yes, please check whether school staff or others provided the program or service.

Column C — Number of students served: if column A is checked yes, please enter the number of students served either during regular school hours or outside regular school hours.

PROGRAM OR SERVICE	A. PROGRAM OR SERVICE PROVIDED		B. PROVIDED BY		C. NUMBER OF STUDENTS SERVED	
			SCHOOL STAFF	OTHER STAFF	DURING REGULAR SCHOOL HOURS	OUTSIDE REGULAR SCHOOL HOURS
a. Bilingual education — students with limited English speaking ability are taught in their native language while they learn English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
b. English as a second language — students with limited English speaking ability are provided with intensive instruction in English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
c. Remedial reading — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
d. Remedial mathematics — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
e. Programs for the handicapped — instruction for the mentally retarded, specific learning disabled, physically handicapped, and other handicapped.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
f. Programs for the gifted and talented — activities designed to permit gifted and talented students to further develop such skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
g. Vocational/technical programs — instruction designed to prepare students with entry level occupational skills needed for work.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
h. Foreign languages — instruction designed to enable students to read, speak, and understand languages other than English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.
i. Diagnostic and prescriptive services — services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg. School Hrs.	Outside School Hrs.

12. Do any students in this school receive any of the services listed below that are paid for with public funds, e.g., Federal government or other government *(State and local)*?

1 ☐ Yes — If yes, complete **b** below

2 ☐ No — If no, complete **a** below

a. If services are not received, did this school *apply* for any services for the 1985-86 school year?

1 ☐ Yes
2 ☐ No
} Skip to item 13

b. If services are received, complete the section below. Check as many as apply by source of funding, i.e., Federal or other (state and local). Also, enter the number of students served in each program or service area checked.

PROGRAM OR SERVICE	FUNDING SOURCE		NUMBER OF STUDENTS SERVED	
	Federal Government	Other Government	Grades 1-8	Grades 9-12
a. Transportation				
b. Instruction/library materials				
c. Child nutrition (lunch, milk, etc.)				
d. Health services				
e. Remedial/compensatory education				
f. Bilingual education				
g. Handicapped services				
h. Vocational education				
i. Guidance, social work, or psychological services				
j. Speech therapy				

13. Selected school characteristics

a. How many hours per day are students in the highest grade expected to attend?

[ ] hours

b. What is the number of days students in the highest grade attended school in the 1984-85 school year?

[ ] days

c. Is this school operated in a private home used as a family residence?

1 ☐ Yes
2 ☐ No

d. In what year did this school begin operation?

[ ] year

e. Was it operational in school year 1983-84?

1 ☐ Yes
2 ☐ No

f. Does this school require an entrance examination for admission?

1 ☐ Yes
2 ☐ No

g. Were any students expelled from this school during the 1984-85 school year?

1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

h. Were any students barred from re-enrolling at the conclusion of the 1984-85 school year?

1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

i. During the 1984-85 school year, did you accept any new students who were expelled from public schools?

1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

14. Does this school serve 10th, 11th and/or 12th grade students?

1 ☐ Yes — If yes, please continue and complete items 15 through 19.
2 ☐ No — If no, this completes the questionnaire. Thank you for your cooperation.

15. How many years of coursework in each of the following subject matter areas are required for graduation (high school) from your school?

SUBJECT AREA	YEARS OF COURSEWORK REQUIRED
a. Mathematics	
b. Physical and Biological Sciences	
c. English	
d. Fine Arts	
e. Foreign Languages	
f. Social Studies	

16. Does this school have an advanced placement program for students in grades 10, 11, or 12; that is, courses for which college credit is granted based upon approval by a college or secondary school association?

1 ☐ Yes — If yes, please enter the estimated number of 10th, 11th, and 12th grade students enrolled in courses for the advanced placement program, by the subject matter areas listed in **a-g** below.
2 ☐ No — If no, skip to item 17.

SUBJECT AREA	ESTIMATED NUMBER OF STUDENTS
a. Mathematics	
b. Physical and Biological Sciences	
c. English	
d. Fine Arts	
e. Foreign Languages	
f. Social Studies	
g. Computer Science	

17. a. How many students were enrolled in 12th grade in a regular day school program last year (1984-85)?

[ ] 12th grade students

b. How many of these students were graduated from the 12th grade last year? (Include 1985 summer graduates.)

[ ] 12th grade graduates

c. What is the estimated percentage of these graduates that applied to a 2- or 4-year college?

[ ] Estimated percent

18. Do you have Scholastic Aptitude Test (SAT) and/or American College Test (ACT) scores of your seniors for the period July 1, 1984 to June 30, 1985?

1 ☐ Yes — If yes, please continue and complete item 19.
2 ☐ No — If no, this completes the questionnaire. Thank you for cooperation.

19. For the period July 1, 1984 to June 30, 1985, please provide the average score of SENIORS and your best estimate of the percentage of seniors tested for each of the following tests:

	AVERAGE SCORE OF SENIORS	PERCENT OF SENIORS TESTED
Scholastic Aptitude Test: SAT (Math)		%
SAT (Verbal)		%
American College Test: ACT (Composite)		%

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.

ED(CS) FORM 2455, 12/85

DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208
CENTER FOR STATISTICS

NATIONAL SURVEY OF PRIVATE SCHOOLS, 1985-86

TEACHER QUESTIONNAIRE

FORM APPROVED
O.M.B. NO.: 1850-0515
EXPIRATION DATE: 11/30/86

THIS REPORT IS AUTHORIZED BY LAW *(20 U.S.C. 1221e-1)*. WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

Address Label Here

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but if you object to answering a particular question, write "refused" next to that question.

Thank you for your time and cooperation.

RETURN COMPLETED FORM TO:

WESTAT, Inc.
1650 Research Boulevard
Rockville, Maryland 20850

ED(CS) FORM 2455A, 12/85

1. Check the box below for the HIGHEST academic degree you have earned. *(Do not include honorary degrees.)*

1 ☐ No degree
2 ☐ Associate
} *(Skip to Item 3)*

3 ☐ Bachelor's
4 ☐ Master's
5 ☐ Doctorate
} *(Continue)*

2. What was (were) your major field(s) of study for your BACHELOR'S DEGREE(s)? *(If you had more than one major, specify all that apply.)*

1 ☐ Education *(Specify education specialty(ies)*

_____

2 ☐ Other than Education *(Specify)*

_____

3. CHECK THE BOX below that best represents the number of UNDERGRADUATE AND GRADUATE credit hours (semester or quarter) you have accumulated in each of the course areas listed.

COURSE AREAS	UNDERGRADUATE AND GRADUATE CREDIT HOURS COMBINED								
		Semester				Quarter			
	None	1-3	4-12	13-29	30 or more	1-5	6-18	19-44	45 or more
Education Courses:									
a. Special education	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
b. Vocational education	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
c. Other education	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
Subject Matter Courses:									
d. Art and Music	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
e. Biological Sciences	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
f. Business Science	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
g. Computer Science	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
h. English/Language arts	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
i. Foreign Languages	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
j. Mathematics	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
k. Physical Sciences	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
l. Social Sciences	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
m. Other	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐

4. During the 1984-85 school year *(September 84 - August 85)*, did you take any courses or other training related to elementary and/or secondary education?

1 ☐ YES — *(Continue)*
2 ☐ NO — *(Skip to item 8)*

5. What kind of training was this? *(Check all that apply.)*

1 ☐ College credit courses
2 ☐ In-service training
3 ☐ Other *(specify)* _____

6. Check below the **major** purpose for which you took this training *(check only one)*.

(Skip to item 8)
1 ☐ To maintain and/or improve abilities in current position.
2 ☐ To acquire credentials in new non-teaching areas *(for example, administration, guidance counseling)*.

(Please continue)
3 ☐ To retrain to teach a different subject matter area.
4 ☐ To retrain to teach handicapped students or students with learning disabilities *(i.e. special education)*.
5 ☐ To retrain to teach at a different grade level.

7. Check below the area(s) in which this retraining was taken. *(Check all that apply.)*

01 ☐ Special education
02 ☐ Vocational education
03 ☐ Other education
04 ☐ Art and Music
05 ☐ Biological Sciences
06 ☐ Business Science
07 ☐ Computer Science
08 ☐ English/Language arts
09 ☐ Foreign Languages
10 ☐ Mathematics
11 ☐ Physical Sciences
12 ☐ Social Sciences
13 ☐ Other subject matter

8. How many years of Elementary/Secondary school teaching experience in public and private schools will you have completed by the end of this school year?

Instruction: Exclude practice and substitute teaching; count each year in which you did any teaching to the nearest ¼ year.

	Years of Full-time Teaching	Years of Part-time Teaching
Public Schools	_____	_____
Private Schools	_____	_____

9. How would you classify your position as an employee at this school during the 1985-86 school year? *(check one)*

1 ☐ Full time
2 ☐ ¾ time
3 ☐ ½ time
4 ☐ ¼ time
5 ☐ Other *(specify)* _____

10. How would you classify your *teaching* assignment while employed at this school during the 1985-86 school year? *(check one)*

1 ☐ Full time
2 ☐ ¾ time
3 ☐ ½ time
4 ☐ ¼ time
5 ☐ Other *(specify)* _____

INSTRUCTIONS FOR COMPLETING QUESTIONS 11 AND 12:

Questions 11 and 12 request information on each class you taught for the most recent full week that school was in session. This information includes the subject matter area, days per week the class was taught, grade, number of students enrolled, whether homework was assigned, and amount of homework assigned. Please read the INSTRUCTIONS and DEFINITIONS below before proceeding to items 11 and 12.

INSTRUCTIONS AND DEFINITIONS:

Most Recent Full Week: The most recent full week in which school was in session. Report classes for which you are responsible even if you were absent at any time during the week.

Class: A class is a group of students with whom you meet at specified times during the week; e.g., a class in mathematics that meets three days a week, a foreign language class that meets two days a week. If you teach two or more classes in the same subject, report each class separately.

Self-Contained Class Teacher: A teacher who teaches multiple subjects to the same group of students for all or most of the daily session.

Subject-Matter Area: *Use only the areas and codes listed below. Please enter the appropriate code for each class.*

Subject-Matter Area	Code	Subject-Matter Area	Code
Art and Music	01	Mathematics	07
Biological Sciences	02	Physical Sciences	08
Business	03	Social Sciences	09
Computer Science	04	Vocational Education	10
English/Language arts	05	Other	11
Foreign Languages	06		

Grade: In reporting grade, use UG for ungraded, PK for prekindergarten, KG for kindergarten, 1 for first grade, 2 for second grade, etc. If students from more than one grade are in the class, enter the grade that represents the majority of the students enrolled.

Amount of Homework Assigned: The amount of time required per student to complete the homework assigned for the most recent full week. Estimate to the nearest half hour. Exclude long-term assignments such as term papers.

11. Did you teach a SELF-CONTAINED CLASS during the most recent full week that school was in session?
Please note preceding definition.

1 ☐ YES — *(Please enter below the information for the self-contained class you taught. Refer to INSTRUCTIONS and DEFINITIONS.)*
2 ☐ NO — *(Skip to item 12)*

Number of Days per Week	Grade	Number of students enrolled	Was homework assigned during the last full week? *(Check YES or NO)*	Amount of homework assigned for the last full week *Reported in hours per student to the nearest half-hour (1.5, etc.)*
			1 ☐ YES 2 ☐ NO	Hours

12. Did you teach one or more SUBJECT MATTER CLASS(ES) during the most recent full week school was in session?

1 ☐ YES — *(Please enter below the information for the subject matter class(es) you taught. Refer to INSTRUCTIONS and DEFINITIONS.)*
2 ☐ NO — *(Skip to item 13)*

Class	Subject-matter area *(Enter appropriate code from preceding list)*	Number of Days per week	Grade	Number of students enrolled	Was homework assigned during last full week? *(Check YES or NO for each line)*	Amount of homework assigned for the last full week *Reported in hours per student to the nearest half-hour (1.5, etc.)*
a.					1 ☐ YES 2 ☐ NO	Hours
b.					1 ☐ YES 2 ☐ NO	Hours
c.					1 ☐ YES 2 ☐ NO	Hours
d.					1 ☐ YES 2 ☐ NO	Hours
e.					1 ☐ YES 2 ☐ NO	Hours
f.					1 ☐ YES 2 ☐ NO	Hours
g.					1 ☐ YES 2 ☐ NO	Hours
h.					1 ☐ YES 2 ☐ NO	Hours
i.					1 ☐ YES 2 ☐ NO	Hours

13. What was the date of Monday of the week you used in completing item 11 or 12?
(Enter 2 digits each for month/day/year; for example: 01/13/86.)

Mo ☐☐ Day ☐☐ Year ☐☐

14. Was this generally a typical week?

1 ☐ YES 2 ☐ NO

15. During the week you used for completing item 11 or 12, were you in a full-time position at the school with teaching as a primary assignment?

1 ☐ YES — *(Continue)*
2 ☐ NO — *(Skip to Item 19)*

16. For the most recent full week, regardless of whether or not it was a typical week, record in the appropriate spaces your best estimate of the number of hours you spent on each of the indicated school-related activities.

Instructions: *School hours should include the time during which teachers are REQUIRED to be in school. DO NOT DUPLICATE TIME AMONG ACTIVITIES. For example, if you graded papers during the class period, report only under CLASSROOM TEACHING. If you prepared lesson plans while monitoring, put the time you spent on preparing lesson plans under MONITORING. If you were absent from school during required time, report it in item n.*

School-related activity	Number of hours spent in full week (*Report to the nearest whole hour for the full week.*) During required school hours	Outside of required school hours (at school or at home), including weekends
a. Classroom teaching, including activities you performed while classes you taught were in session *(e.g., grading papers, class preparation, recordkeeping)*	_____	
b. Tutoring of students outside of regularly scheduled classes, except private tutoring for which you were paid	_____	_____
c. Student counseling and guidance, except during classroom teaching or monitoring periods	_____	_____
d. Monitoring *(e.g., homeroom, study hall, lunchroom, playground, after school detention)*	_____	_____
e. Reviewing and grading student papers, exams, and projects, except during classroom teaching or monitoring periods	_____	_____
f. Class preparation *(preparing lesson plans, developing individualized educational programs (IEP's), gathering materials, etc.)*, except during classroom teaching or monitoring periods	_____	_____
g. Administrative activities *(includes staff conferences, recordkeeping)*, except during classroom teaching or monitoring periods	_____	_____
h. Transporting students	_____	_____
i. Parent conferences, except during classroom teaching or monitoring periods	_____	_____
j. Coaching athletics	_____	_____
k. Field trips	_____	_____
l. Advising or directing school clubs and associations	_____	_____
m. Other activity *(including free time, lunch time, etc.)*	_____	_____
n. Absent for any reason during the time teachers are required to be in school	_____	
Total *(Sum of lines* **a.** through **n.)**	_____*	_____

**The TOTAL in this column should be equal to the total number of hours you were required to be in school during the full week.*

PLEASE CHECK THE TOTAL FOR EACH COLUMN TO ASSURE THAT THE SUM OF THE TIME SPENT ON THE VARIOUS ACTIVITIES REFLECTS THE ACTUAL AMOUNT OF TIME YOU SPENT FOR THE WEEK.

17. During the most recent full week, did you have the assistance of paid teacher aides or unpaid volunteers (including students) assisting you with routine activities associated with teaching?

1 ☐ YES — *(Continue)*
2 ☐ NO — *(Skip to item 19)*

18. For the most recent full week, what is your best estimate of the total number of hours (to the nearest whole hour) that paid teacher aides or unpaid volunteers assisted you during that week on the following activities? Report hours spent by unpaid volunteers who are students in this school separately from hours spent by other unpaid volunteers.

Activity	Total hours spent by paid teacher aides	Total hours spent by unpaid volunteers	
		students in this school	other unpaid volunteers
a. Conducting rote exercises			
b. Grading papers			
c. Keeping records			
d. Monitoring			
e. Assisting students in classroom activities			
f. Other *(Specify)* _____			
Total *(Sum of lines* **a.** *through* **f.)**			

19. We are interested in the quantity and sources of income for the teacher. Please fill in the following blanks, including the entry of "zero" where appropriate. Please estimate to the nearest hundred dollars.

a. Academic year base salary 1985-86 ..... $_____

b. Additional compensation during the base year from the school for extracurricular or additional activities (e.g. coaching, student activities sponsorship, evening classes, department chairmanship, etc.) ..... $_____

c. Summer school salary, 1985, this school ..... $_____

d. Summer school salary, 1985, another school ..... $_____

e. Summer activities, 1985, NOT RELATED TO SCHOOL ..... $_____

f. Estimated amount of money expected to be earned, this academic year, in NON-SCHOOL-RELATED ACTIVITIES ..... $_____

Total earned income, mid-June, 1985 to mid-June, 1986 ..... $_____

20. Are you receiving any income-in-kind during the 1985-86 school year (i.e., housing, meals, transportation, reduced tuition rates for family members) in addition to or in lieu of salary?

1 ☐ YES — *(Continue)*
2 ☐ NO — *(Skip to item 22)*

21. If you are receiving income-in-kind, what is the estimated total value of this income-in-kind from mid-June, 1985 to mid-June, 1986?

$_____

22. A number of surveys by the Department of Education seek information on the following questions. In order to have broad-based comparisons would you please give your opinions on the following:

A. If you had to choose from among the eight goals for students listed below, how would you rank them according to their importance in your teaching? Enter a "1" for the most important goal, a "2" for the next most important goal, and so on, through "8" for the least important goal.

	RANK
a. Basic literacy skills (reading, math, writing, speaking)	_____
b. Academic excellence, or mastery of the subject matter of the course	_____
c. Citizenship (understanding institutions and public values)	_____
d. Specific occupational skills	_____
e. Good work habits and self-discipline	_____
f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge)	_____
g. Human relations skills (cultural understanding, getting along with others)	_____
h. Moral or religious values	_____

B. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. *(Circle one number for each statement.)*

	Strongly Disagree					Strongly Agree
a. Staff members in this school generally don't have much school spirit.	1	2	3	4	5	6
b. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1	2	3	4	5	6
c. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) and/or drug or alcohol use in this school interferes with my teaching.	1	2	3	4	5	6
d. The principal does a poor job of getting resources for this school.	1	2	3	4	5	6
e. The amount of student tardiness and class cutting in this school interferes with my teaching.	1	2	3	4	5	6
f. The principal knows what kind of school he/she wants and has communicated it to the staff.	1	2	3	4	5	6
g. This school's administration knows the problems faced by the staff.	1	2	3	4	5	6
h. The school administration's behavior toward the staff is supportive and encouraging.	1	2	3	4	5	6
i. Necessary materials (e.g., textbooks, supplies, copy machines) are readily available as needed by the staff.	1	2	3	4	5	6
j. In this school the teachers and the administration are in close agreement on school discipline policy.	1	2	3	4	5	6
k. The attitudes and habits my students bring to my class greatly reduce their chances for academic success.	1	2	3	4	5	6
l. There is a great deal of cooperative effort among staff members.	1	2	3	4	5	6

	Strongly Disagree					Strongly Agree
m. Staff members maintain high standards of performance for themselves.	1	2	3	4	5	6
n. This school seems like a big family, everyone is so close and cordial.	1	2	3	4	5	6
o. The principal lets staff members know what is expected of them.	1	2	3	4	5	6
p. The principal is interested in innovation and new ideas.	1	2	3	4	5	6

23. To which one of the following racial/ethnic groups do you belong? *(Check one)*

1 ☐ American Indian or Alaska Native

2 ☐ Asian or Pacific Islander

3 ☐ Black (not of Hispanic origin)

4 ☐ White (not of Hispanic origin)

5 ☐ Hispanic

24. What is your sex?

1 ☐ Male

2 ☐ Female

25. What was your age on your last birthday?

Age on last birthday: _____

PLEASE NOTE: This last page will be separated from the completed questionnaire after processing.

Could you please give us a phone number and times at which you can be reached, just in case we have questions about your answers?

Phone number: ( ) _____

Days/Times: _____

_____

_____

Name (please print): _____

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.

ED(CS) FORM 2455 A, 12/85

*U. S. GOVERNMENT PRINTING OFFICE 1987: 176-809/60296